



Leyland St James' CE Primary School

Behaviour for Learning Policy

Approved by: Governors

Last reviewed on: December 2025

Next review due by: December 2026

At Leyland St. James' C of E Primary School, we ensure that the rights of every single member of our school community are met and upheld. We will educate all stakeholders to understand their responsibility in making our school a happy and safe place, in which children succeed and flourish.

We believe in positive behaviour strategies and that expectations of children will reflect their maturity and development. Children will be taught positive Christian values, appropriate behaviours, alongside restorative techniques.

Within our school our children learn to:

Shine like stars as children of God - Philippians, 2:15

This is achieved through our six school values



These six values have been broken into key expectations, which support our Behaviour for Learning Policy:



Aims

- › To encourage independence and intrinsic motivation so that each child learns to accept responsibility for their behaviour.
- › Provide a consistent approach to behaviour management that is applied fairly to all pupils.
- › Create a positive behaviour culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- › Outline the expectations and consequences of behaviour.
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
[Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
[Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Child on Child Abuse

What is Child-on-Child Abuse?

Child-on-child abuse is any form of physical, sexual, verbal, emotional or financial abuse, or coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider associations.

This policy applies to children and young people who demonstrate such behaviour and other behaviours that may give cause for concern (this includes but is not exclusive to abusive behaviours). Local Safeguarding Procedures must be followed, and any incidents of sexual violence will be reported to the police.

- In England, referrals for children and young people under 18 will be dealt with under the Children's Safeguarding Arrangements, whereas those 18 and above will be dealt with under the Adult Safeguarding Arrangements.
- In Scotland, referrals for children and young people under 16 will be dealt with under the Children's safeguarding arrangements and those over 18 will be dealt with under the Adult's safeguarding arrangements. For those aged between 16 and 18, as per the National Guidance, the Head of Service/Principal, in collaboration with other relevant services, will have to decide which legal framework best fits each person's needs and circumstances.

All staff should understand, that even if there are no reports in their setting it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their DSL or deputy/Safeguarding Lead.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be aware that children can abuse other children, and that it can happen both inside and outside of school or college, in the home environment, in the community, both online and offline.

Some examples of how this can manifest itself in different behaviours include, but are not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence), inappropriate touching;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery); Please see [Sharing nudes and semi-nudes: Advice for education settings working with children and young people](#)
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Emotional abuse, psychological abuse, coercive control and/ or financial abuse.

Recognising child-on-child abuse

The [Safeguarding Network](#) identifies the following signs that a child may be suffering from child-on-child abuse can also overlap with those indicating other types of abuse and can include, but are not limited to:

- disengagement from classes or struggling to carry out tasks and activities to their usual standard
- physical injuries,
- experiencing difficulties with mental health and/or emotional wellbeing,
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much
- changes in appearance and/or acting in a way that is not appropriate for the child's age
- abusive behaviour towards others.

This list is not exhaustive, and if a child displays these signs, it does not necessarily indicate abuse. Staff must be alert to behaviour that might cause concern and think about what the behaviour might signify. Children should be encouraged to share any underlying reasons for their behaviour and, where appropriate, staff might need to engage parents or carers to understand the context more fully. It may be helpful to seek support from the Clinical Team to help the child identify the reasons and communicate effectively.

Response to the alleged perpetrator

Any allegation is likely to be traumatic for the alleged perpetrator. In cases of child-on-child abuse the alleged perpetrator must also be treated as vulnerable and may require specialist support, which should be organised by the DSL/Safeguarding Lead. Staff must be aware that the perpetrator may have suffered or be suffering abuse and/or trauma.

The DSL/Safeguarding Lead must ensure that the alleged perpetrators age, cognitive and emotional understanding is taken into account, as well as trying to understand the reasons why the alleged perpetrator may have harmed another child. A risk assessment must be completed **immediately** which should balance the proportionality of the allegation alongside the needs of the victim and the alleged perpetrator's right to continue to be educated.

It is good practice for the DSL/Safeguarding Lead to meet with the parents/carers/those with parental responsibility of the alleged perpetrator to explain the situation and what measures will be put in place to support their child. The DSL/Safeguarding Lead must be led by the police regarding what information can be shared with the alleged perpetrator and their family.

If the alleged perpetrator moves school, college or to a different children's home, the DSL/Safeguarding Lead must ensure that all safeguarding information is shared in advance with the new setting. Schools must also inform their Local Authority of all deletions from their admission register when a child is taken off roll.

The DSL/Safeguarding Lead must liaise with the Police and Social Care should they wish to take disciplinary action prior to the conclusion of a Police/Social Care investigation. Other professionals investigating an incident does not in itself prevent a setting from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly.

Staff must be alert to possible bullying of the alleged perpetrator either within the setting or online. Arrangements must be made to safeguard them. Staff must promote a culture where bullying is not tolerated.

Local Procedures

The DSL/Safeguarding Lead will be familiar with the local referral procedures for safeguarding and child protection concerns and safeguarding procedures for adults. They must also be familiar with local responses to sexual violence and harassment, and these must shape their own responses. They will also ensure that staff are aware and understand the local processes and that they are familiar with local support services.

Where statutory assessments are appropriate, the DSL/Safeguarding Lead will work alongside the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

The placing authority **must** be notified immediately where it has been identified that there are immediate safeguarding concerns. It is recommended as best practice that steps are taken to convene a multi-agency professionals meeting to review any potential risks and agree actions to be taken to safeguard the young person/young people. The DSL/Safeguarding Lead is responsible for this.

The setting should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs/Safeguarding Lead (and their deputies) will need to familiarise themselves with this document.

Reporting to the Police

Where a crime has been committed the DSL/Safeguarding Lead must immediately contact the police.

Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the police, the setting will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

Where there is a criminal investigation, the setting will work closely with the relevant agencies to support all children involved (including potential witnesses). Where required, advice from the police will be sought in order to help manage the situation sensitively. Staff must be aware of the requirement for children and vulnerable adults to have an Appropriate Adult with them if they are interviewed or detained by the police (See [PACE Code C 2019](#)), and the DFE Guidance, [Searching, Screening and Confiscation](#).

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, the setting will work closely with the police (and other agencies as required), to ensure any actions the setting take do not jeopardise the police investigation.

The DSL/ Safeguarding Lead must inform the Headteacher or equivalent/ Registered Manager, Chair of Governors, Regional Director and Group Head of Safeguarding/Safeguarding Adviser.

4.7 Action following a report of sexual violence and/or sexual harassment

If a child or young person alleges that they have been raped, assaulted by penetration or sexually assaulted, this must be reported to the Police and Social Care immediately. The child or young person's parents/carers should normally be informed unless this creates a greater risk of harm.

Staff must ensure that their response to sexual violence, harassment or harmful behaviours between children of the same sex is equally robust as it is for between children of different sexes.

When there has been a report of sexual violence, the DSL/ Safeguarding Lead will make an immediate risk and needs assessment which will be recorded **within one working day** and recorded on the electronic recording system. The risk and needs assessment should consider:

- The victim, especially their protection and support;
- whether there may have been other victims,
- The alleged perpetrator(s); and
- All the other children (and, if appropriate, adult students and staff) at the setting, especially any actions that are appropriate to protect them.

The risk assessment must be shared with the police (where requested), local authority, Head Teacher, Chair of Governors, Registered Manager, Head of Service and the Regional Director, and the Group Head of Safeguarding/Safeguarding Adviser. Consideration must be given to informing Outcomes First Groups Corporate Affairs/Commercial Director in case of media interest.

Risk assessments will be kept under review by the DSL/Safeguarding Lead. Where there has been a report of sexual harassment, a risk assessment should also be completed.

After the outcome/conclusion of the incident

The school/college/home must:

- take a contextual safeguarding approach;
- take all necessary action to learn from the incident and prevent future incidents from occurring, such as through targeted education around specific types of child-on-child abuse;
- offer support for the victim and ensure it is provided wherever possible. Appropriate risk assessments must be implemented to provide reassurance and safety for the victim;
- ensure that they **do not** adopt a victim blaming approach; complete an investigation into the incident, carried out by the DSL/Safeguarding Lead. The investigation must consider the occurrence of the incident itself, whether it is an isolated incident, and the personal circumstances of the young person who is alleged to have displayed harmful behaviour;
- if necessary, make appropriate referrals to support services for the young person who has displayed harmful behaviours;
- complete and implement a risk assessment for the young person who has displayed harmful behaviours in order to safeguard them and other children and young people.

Roles and responsibilities

The governing board

The governing board is responsible for:

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

Reviewing this policy in conjunction with the Governing Body

Giving due consideration to the school's statement of behaviour principles (appendix 1)

Approving this policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with all groups of pupils

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
 - Managing the behaviour of pupils within their classroom. Members of SLT will intervene in the case of serious misbehaviours.
 - Establishing and maintaining clear boundaries of acceptable pupil behaviour
 - Implementing the behaviour policy consistently
 - Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
 - Modelling expected behaviour and positive relationships
 - Providing a personalised approach to the specific behavioural needs of particular pupils
 - Considering their own behaviour on the school culture and how they can uphold school rules and expectations
 - Recording behaviour incidents promptly on CPOMS
 - Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following :

The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy

The school's key routines and expectations.

The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated support wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are mid-phase arrivals.

School behaviour curriculum

Pupils are expected to follow our behaviour policy and live out our Christian Values in the following ways:

Behave in an orderly and self-controlled way

Show respect all stake holders

In class, make it possible for all pupils to learn

Move quietly around the school

Treat the school buildings and school property with respect

Wear the correct uniform at all times

Accept sanctions when given

Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

Pupils in Years 5 and 6 may bring their mobile phone to school. This needs to be turned off and handed to a member of the teaching team on entry to school. Phones are securely stored throughout the day. Mobile phones will be returned at the end of the day.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Develop positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

How we encourage Appropriate Behaviour

At Leyland St. James' Primary School, we aim to encourage children to demonstrate appropriate behaviours in accordance with the school expectations. We do this by creating a secure environment where children can learn and play free from emotional threat. Clear limits are set and maintained, rewards and appropriate sanctions are used to assist children in making the right choices based on their age, ability and emotional resilience level. Through example we set standards of behaviour and encourage children to take responsibility for theirs.

Using positive reinforcement children are taught appropriate behaviours using variable reward systems although we place the emphasis on praise and deferred gratification and intrinsic rewards rather than every reward being a material one. Examples of good practice are:

- Specific/ descriptive praise– used as a teaching point.
- Team points
- Star of the week certificates, especially for 'caught', Christian Value behaviour
- Y6 annual awards
- Stickers for specific behaviours.
- Congratulations /Special Mention Assembly
- Positions of responsibility
- Communicating positive behaviours with parents

How we respond to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour

- Expecting work to be completed at break or lunchtime

- Loss of privileges

- Time out in another class

- Referring the pupil to a senior member of staff

- Letter or phone call home to parents

- Agreeing a behaviour contract

- Suspension

- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder

- Hurting themselves or others

- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Key staff members are trained in Team Teach.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

Explain how and where the search will be carried out

Give the pupil the opportunity to ask questions

Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher/DSL to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desks

Lockers

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school

- Wearing school uniform

- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Detention (missed breaks)

Pupils can be issued with detentions during breaks

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

Compromise the pupil's safety

Conflict with a medical appointment

Prevent the pupil from getting home safely

Interrupt the pupil's caring responsibilities

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log. Looking at the Antecedent Behaviour Consequence (ABC).

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could be:

Restorative work

Working with the pastoral lead

Behaviour plan

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed frequently

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy

Stages of Behaviour & Actions / Sanctions

Stages of Behaviour Leyland St James CE Primary School			
Example Behaviours	Possible Actions / Sanctions	Person Responsible	Response
<p><u>Stage 1</u> <u>Minor Incidents</u> Examples include:</p> <p>Interrupting</p> <ul style="list-style-type: none"> - Running inside - Shouting out - ‘Back chat’ - Distracting others - Ignoring instructions - Silly noises - Pushing in line - Bringing in banned (but safe) items - Not completing work 	<ul style="list-style-type: none"> - Verbal reminder - Second reminder - Warning - Moved to another area of the classroom / change of seating position / line position - Time out in class Relax / Reflect space for child to consider actions or take a moment to regulate (Independently or with support) - Confiscation of banned item - Restorative conversation – as required 	<p>Class Teacher</p> <p>Teaching Assistant</p> <p>Midday Supervisor</p>	<p><i>Always give take up time</i></p> <p>Praise the good behaviour of others, labelling the behaviour. e.g. thank you to all of you who are walking along the corridor sensibly. It has a ripple effect.</p> <p>You need to ... (speak to me at the side of the room).</p> <p>I need to see you ... (following the agreed routine).</p> <p>I expect ... (to see your table immaculately tidy in the next two minutes).</p> <p>I know you will ... (help Kyra to clean the pen off her face).</p> <p>Thank you for ... (letting go of her hair, let’s walk and talk).</p> <p>I have heard what you said, now you must ... (collect your things calmly and move to the thinking spot).</p> <p>We will ... (have a better day tomorrow)!</p>
<p><u>Stage 2:</u> <u>Minor incidents</u></p> <p>Examples include:</p> <ul style="list-style-type: none"> - Use of inappropriate remarks i.e. name calling, swearing etc. - Walking out of class or away from an adult - Graffiti on books, equipment or furniture - Damaging school’s / pupil’s property 	<ul style="list-style-type: none"> - Parental involvement at the end of the day – message / phone call home to parents. - Missed part of break or lunch time play <i>with opportunity to Stop and Think / Reflect</i> - Miss individual events -<i>such as after school clubs with safety message</i> - Loss of responsibilities for short periods - May be spoken to by another teacher or pastoral - Restorative conversation - Consider Cpoms log 	<p>Class teacher</p> <p>Another class teacher</p> <p>Pastoral / SLT as support depending on severity</p>	<p>You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen ... If you choose not to do the work, then this will happen ... I’ll leave you to make your decision.</p> <p>Do you remember yesterday when you helped me to tidy up? That is the Luke I need to see today, that is the Luke you can be all the time.</p> <p>I don’t like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don’t like your behaviour, but I believe that you can</p>

<ul style="list-style-type: none"> - Climbing on furniture -Repeated refusal to complete learning 			<p>be a success.</p> <p>I am not leaving; I care about what happens. You are going to be brilliant.</p> <p>What do you think the poor choices were that caught my attention?</p> <p>What do you think you could do to avoid this happening in the next lesson?</p> <p>Luke it's not like you to ... (kick doors/shout out etc).</p>
<p><u>Stage 3</u> <u>Raised incident</u></p> <p>Examples include:</p> <ul style="list-style-type: none"> - Personal or discriminatory comments directed at staff or pupils - Throwing objects with intent to harm - Kicking doors - Breaking items 	<ul style="list-style-type: none"> - CPOMS log - Loss of Playtime / Lunchtime (decide the number) - Sent to the Pastoral / SLT to complete Stop and Think / Reflect - Parents contacted at end of day - Consider removal of privilege to represent the school / reward events / visits -Consider individual behaviour management plan - Consider some class withdrawal - Consider closing areas / resources of the classroom - Consider referral to outside agencies -Restorative conversation – allow 'cool down' period 	<p>Class Teacher</p> <p>Pastoral</p> <p>SENDCO</p> <p>DHT / HT</p>	<p>Empathetic scripts:</p> <p><i>Connect now, correct later...</i></p> <p>It looks like you feel ____</p> <p>I wonder if you feel like this because...</p> <p>I understand you may feel...</p> <p>When I feel ____ these things help me calm down.</p>
<p><u>Stage 4</u> <u>Serious incident</u></p>	<ul style="list-style-type: none"> -CPOMS log - Meeting with parents - Class withdrawal (max 2 days) - Introduction of behaviour log - Loss of playtimes - Fixed term ban on representing the school - Visits outside school may be removed as privileges -Restorative conversation – allow 'cool down' period 	<p>DHT / HT</p> <p>External agencies</p>	<p>As stage 3</p> <p>Focus on de-escalation</p>
<p><u>Stage 5</u> <u>Serious incident</u></p>	<ul style="list-style-type: none"> - CPOMS log - Head teacher meets with child and parents - Emergency call to parents to support de-escalation - Suspension for a fixed term -Restorative conversation – allow 'cool down' period 	<p>DHT / HT</p> <p>CEO / CoG</p> <p>External agencies</p>	<p>As stage 3</p> <p>Focus on de-escalation</p>
<p><u>Stage 6</u> <u>Serious repeated incident</u></p> <p>Repeated stage 5/6 behaviour</p>	<ul style="list-style-type: none"> - Permanent exclusion from school 	<p>HT / CEO / Govs</p> <p>External agencies</p>	

