



Behaviour policy

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Contents

Contents.....	1
1. Aims	2
2. Legislation, statutory requirements and statutory guidance	2
3. Catholic Values.....	2
4. Definitions.....	3
5. Bullying	4
6. Roles and responsibilities.....	5
7. School behaviour curriculum	7
8. Responding to behaviour	7
9. Serious sanctions	16
10. Responding to misbehaviour from pupils with SEND.....	17
11. Supporting pupils following a sanction	19
13. Training.....	19
14. Monitoring arrangements	19
15. Links with other policies	20
Appendix 1: written statement of behaviour principles	21

This policy sets out a model behaviour policy for schools in the Kent Catholic Schools' Partnership. Section(s) 3, 4, 6-10, 12 and 14 set out the specific arrangements for each school.

1. Aims

This policy aims to:

- Create a positive culture with Gospel values at the heart 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 Gospel values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Catholic Values

As a Catholic school, the Gospel values are at the heart of our school.

At St Edward's, our children achieve in God's love. St Edward's Catholic Primary School is at the heart of a community rooted in its core values of love, respect and achieve. Our children, by their actions, grow in the image of God.

It is a core belief that every child has the right to learn and no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork. St Edward's school welcomes and encourages the involvement of KCSP, governors, parents and carers.

4. Definitions

St Edward's defines the following terms as such:

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 rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as 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
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - 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)

5. 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: • 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Where an allegation of abuse is made by a pupil against other pupil/s, the school follows the procedures set out in the Trust's Child Protection & Safeguarding Policy.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. [\[Link to antibullying policy\]](#)

6. Roles and responsibilities

6.1 The local governance committee

The local governing body of each school is responsible for:

- monitoring the effectiveness of the school's behaviour policy and
- holding the Headteacher to account for its consistent implementation.

6.2 The Headteacher

The Headteacher is responsible for:

- Developing, reviewing and approving this behaviour policy and ensuring that it:
 - Provides a consistent approach to behaviour management
 - Defines what the school considers to be unacceptable behaviour, including bullying in the school as well as online
 - Outlines how pupils are expected to behave in general, as well as promoting their good behaviour for learning
 - Summarises the roles and responsibilities of different people in the school community with regards to behaviour management
 - Outlines the school's system of rewards and sanctions
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 staff, 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 the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and carers

Parents and carers are expected to:

- 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, while 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.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- 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 rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards

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

Pupils will be supported to develop an understanding of 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 and induction will be provided for pupils who are mid-phase arrivals.

7. School behaviour curriculum

St Edward's school follow four Golden Rules:

1. Follow all adults' instructions
2. Keep unkind words, hands and feet to yourselves
3. Be honest and tell the truth
4. Respect your property and the property of others.

These rules make it clear to all children what is expected of them and to all adults what they should expect of the children in simple, clear terms. They cover all areas of expectation and misbehaviour.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- 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.

7.1 Mobile phones

The school's mobile phone policy can be found here: [Mobile phone policy](#)

- If a child is found in possession of a mobile phone or smartwatch while on school premises, parents will be contacted and it will be held in the school office until the parent/carer arrives to collect it.
- Any inappropriate behaviour such as bullying or causing harm or upset through the use of their phone during their journey to and from school, will be handled in accordance with our behaviour policy and could result in the child losing the privilege of bringing their phone to school.

8. Responding to behaviour

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and the school's expectations next to the Good to be Green chart
- Develop a 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 such as distraction, rule reminders, etc
- Using positive reinforcement and praise

8.2 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 [CP & safeguarding policy](#)

8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

'It's good to be Green'

Every day all children start on the green. Green is good, expected behaviour. Silver is great behaviour. Gold is exceptional, where if achieved, the child is praised and rewarded with a Gold wristband to wear. Additionally, each time a child reaches gold they are entered into a class "draw" to win an additional class prize at the end of the week. Names are reset to green each day.

If the children end the school day on Green, Silver or Gold, they would receive Dojo points as a well done. Once a milestone is achieved, the child will then be rewarded/celebrated with a certificate in our Celebration Assembly.

Dojo Points: Green – 1, Silver – 3 and Gold – 5.

If a child demonstrates inappropriate behaviour then they will receive a warning, if they are spoken to again, they move down to orange. If they misbehave once again before playtime, then they move to red. After the sanction, they move back to green, with a fresh start.

As well as classroom praise and rewards, weekly celebration assemblies take place where the school values are recognised and celebrated across the school. A certificate is given out to one recognised member of each class for demonstrating the values of either love, respect or achievement.

8.4 Responding 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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

If negative behavior is disruptive then teaching staff must try:

- Calm corners or time out away from other children for 5 minutes
- Reclaim lost learning time at break or lunch

Low-Level Disruption Management Plan



Low-Level Disruption Management Plan St Edward's Catholic Primary School



Purpose: To reduce low-level disruptive behaviours and maintain a positive, calm and productive learning environment.

Examples of Low-Level Disruption:

1. Calling out
2. Talking while others are speaking
3. Not following instructions properly
4. Distracting others
5. Minor off-task behaviour
6. Making noises
7. Leaving seat without permission
8. Inappropriate use of equipment

1. Prevention Strategies

Classroom Environment	Positive Relationships	Clear Instructions
1. Establish 3-5 clear classroom rules. 2. Display expectations visually. 3. Maintain predictable routines. 4. Organise seating to minimise distractions. 5. Ensure lessons are engaging and appropriately challenging.	1. Greet pupils positively at the door. 2. Use pupils' names regularly. 3. Recognise and praise positive behaviour. 4. Build rapport through regular check-ins.	1. Gain attention before speaking. 2. Keep instructions short and specific. 3. Use visual reminders where appropriate. 4. Ask pupils to repeat instructions back.

2. Early Intervention

When low-level disruption begins:

Step 1: Non-verbal reminder	Step 2: Verbal reminder	Step 3: Choice and Consequence
Use: • Eye contact • Proximity • Gesture towards class expectations/rules • Pause and wait	Provide a calm reminder: • "Remember, we raise our hands before speaking." Avoid public confrontation.	Offer a clear choice: • "You can choose to work quietly with the group or move to another table to focus."

3. Escalation Procedure

If behaviour continues:

Step 1: Warning	Step 2: Consequence	Step 3: Support
• Move name down on the 'Good to be Green' chart. • Briefly state expected behaviour in the classroom.	• Move child away from a specific spot in the classroom. • Miss part of a preferred activity. • Complete missed work during free time.	• Short restorative conversation between the child and member of the class team. • Identify triggers and discuss next steps with the pupil.
Step 4: Senior Staff Support If disruption persists or affects learning significantly: • Refer to Mr Tickner (AHT) or Mr Atkinson (HT). • Inform parents/carers where appropriate. If this frequently occurs, a meeting to be arranged with the class teacher (& Mr Austin (SENCo), Mr Tickner (AHT) or Mr Atkinson (HT).		

*Low-level disruption management plan also includes **Positive Reinforcement** and **Restorative Conversation**.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavior 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 sanctions in the future.

If you...	You could expect me to...	I would like to...
Demonstrate and encourage others to show green and silver behaviours	Move your name to gold and reward the child with a Gold Celebration Wristband. Send you to see Mr Atkinson or Mr Tickner. Give you a Values certificate Enter you into a class draw Give you a school responsibility	Use your behaviours as an example to others
Consistently show green behaviours Consistently uphold the school values	Give you a sticker Send you to see Mr Atkinson or Mr Tickner Give you a class responsibility Praise your behaviour in front of your parents/carers.	Help you to move to gold.
Use please and thank you Line up nicely Hold a door open for another person Share Respect resources and the environment Say Good Morning etc.	Keep your name on green and help you to move to silver.	Help you to move to silver.
Interrupt or call out Lose concentration Run inside Ignore instructions Push in the line Swing on a chair repeatedly	Move your name to orange Remind you of the correct behaviour Change the tone of my voice Use the restorative questions What happened? What were you thinking? How were you feeling? What is the impact on those involved? What needs to happen to put things right? How can we move forward?	Praise good behaviour Help you to move to green.
Affect another child's learning Make inappropriate remarks or there is a challenge to authority	Move to red Remove 5 minutes of your play time Use the restorative questions, What happened? What were you thinking? How were you feeling? What is the impact on those involved? What needs to happen to put things right? How can we move forward? Give you an opportunity to reflect on your behaviour and return to green	Give you every opportunity to move back to green.

Serious misbehaviour and their consequences following restorative conversation. These incidents will be recorded on CPOMS		
If You...	You could expect me to...	I would like to...
Continually disrupt the class Stealing from school Bully or discriminate against others Are aggressive to children or staff Deliberately and/or maliciously intend to harm others either physically or verbally Damage property Repeated challenge authority	Inform or send you to a member of the Senior Leadership Team. Speak to, or send a letter to your parents/carers and to the parents/carers of the person you have hurt. Exit you from the class for a period of the day or remove your free time (lunch/break).	Help you to return to class to work and act appropriately
If You...	You could expect me to...	I would like to...
Undertake a very serious challenge to authority Leave school without permission Are persistently discriminate against others Seriously physically assault any member of the school community	Exit you from the class for a period agreed by a member of the Senior Leadership Team. Speak to, or send a letter to your parents/carers and to the parents/carers of the person you have hurt. Invite your parents/carers in to have a restorative conversation to help you to act appropriately. Notify the Governors of your behaviour. Report your behaviour to an external agency. Have a decision made whether you should be excluded from school for a fixed period of time.	Help you to return to class/school to work and act appropriately
If You...	You could expect me to...	I would like to...
Are racist or use any verbal assault of a racist nature	Report your behaviour to the local authority and this will remain as a permanent record. Exit you from the class for a period agreed by a member of the Senior Leadership Team. Speak to, or send a letter to your parents/carers and to the parents/carers of the person you have hurt. Invite your parents/carers in to have a restorative conversation to help you to act appropriately. Notify the Governors of your behaviour. Have a decision made whether you should be excluded from school for a fixed period of time.	Help you to return to class/school work and act appropriately Educate you in human rights and equality

Below are some of the behaviour strategies we use at St Edward's Catholic Primary School:

Thank you NOT please	Finish your statement with 'Thank you' and close the dialogue
Catch them being good	Focus first on pupils who are doing the right thing... 'I really like the way you are sitting'
Physical presence	Stand near the pupil and they will usually stop
One-to-one	Approach the child from the side or front. Whisper 'You are doing really well today, John, now try and sit up straight'
Use body language (non-verbal communication)	A glance, stare, point, gesture to communicate your desired intention for their behaviour. Use of a simple Makaton gesture may help.
Diversion	'Are you alright John? Come down off the roof thank you'
Re-focus	'Adam, what should you be doing? Can I help you?'
Use of role models	'Do you notice how well Molly put her hand up?'
De-personalisation	'I like you but 4 times now you have been fiddling with your pen'
Rule reminder	'Tom, what is our rule about talking when I am talking?'
Assertive instruction	'Amy, pend down. Thank you'
Partial agreement	'I hate you Mr Tickner' 'Maybe you do but.....' (agree and diffuse)
Choice and consequences	'If you choose to do X then Y will happen'
Smile therapy	Simply smile at the child mis-behaving
Humour	'I've told you 3,333,031 times to tuck your shirt in. One more time and you will be on the next stage of the consequence chart'
Distraction	'Can you help me to...?' (An unrelated task)

Where it is necessary for a child to be removed from the classroom to discuss their behaviour further, they are to follow the steps:

Step 1: Initial conversation must have happened inside the classroom with the pupil and Class Teacher/Class Team remembering the dignity of the pupil. There is no public humiliation. A range of low-level behaviour management prevention strategies **must** have been used to support (See low-level disruption Management Plan on Page 9).

Step 2: Assistant Headteacher (Mr. Tickner) – If the behaviour continues then call for Mr. Tickner. If Mr. Tickner is teaching, notify the Headteacher (Mr. Atkinson).

Step 3: Headteacher (Mr. Atkinson) – If the behaviour continues then notify Mr. Atkinson.

When steps 2 or 3 are used, there will need to be clear accountability of the reasons for these e.g., evidence of trialed low-level prevention strategies, evidence that sanctions have previously been applied (CPOMs).

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.

8.5 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/carers

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. Staff should also be mindful of any differences in size/strength between themselves and the pupil, along with their own vulnerabilities such as health conditions.

You can view the school's physical intervention policy on the school website. 

8.6 Searching, screening and confiscation

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/carers, 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 and/or designated safeguarding lead, to try to 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 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, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

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

- Desks
- 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/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether 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 in section 8.6 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. Appendix 2 sets out the procedures that must be followed regarding strip searches.

8.7 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).

8.8 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.

8.9 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.

8.10 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 information [CP and safeguarding policy](#).

8.11 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.

9. Serious sanctions

10. Loss of Break times and/or lunchtime play

Pupils can be issued with this consequence during break or lunchtime play.

The school will decide whether it is necessary to inform the pupil's parents/carers. When imposing this consequence, the school will consider whether doing so would:

- Compromise the pupil's safety
- Prevent a need for movement break

10.1 Seclusion 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 supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Seclusion is a serious sanction and will only be used in response to serious misbehaviour. Senior 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 who have been removed from the classroom are supervised by a member of the senior leadership staff team for a period of time based on the outcome of the initial fact finding investigation.

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 it is appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed that their child has been removed from the classroom.

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

- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMS along with details of the incident that led to the removal, and any protected characteristics of the pupil.

10.2 Suspension and permanent exclusion

The school will 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.

The structure for suspensions will be as follows:

- A period of internal seclusion of half a day
- A period of internal seclusion of one day
- A period of internal seclusion of two days
- An external exclusion of one day
- An external exclusion of three days
- An external exclusion of five days
- A potential permanent exclusion

Parents will be informed of each decision and a reintegration meeting will be held after any period of exclusion.

Please refer to the Trust's behaviour, suspensions and exclusions policy for more information [Behaviour and suspension policy](#)

11. Responding to misbehaviour from pupils with SEND

11.1 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 a 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 measure will take into account the specific circumstances and requirements of the pupil concerned

Our approach may include but is not exhaustive to:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (the pod) where pupils can regulate their emotions during a moment of sensory overload

11.2 Adapting sanctions for pupils with SEND

When considering a behaviour sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) will 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/carers to create the plan and review it on a regular basis.

11.4 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

If you wish to contact the Local Authority SEND team, please visit

<https://www.kent.gov.uk/education-andchildren/special-educational-needs/contact-our-special-educational-needs-and-disabled-team>

or alternatively you can call their contact centre on: 03000 41 99 94 (Monday to Friday from 9am to 5pm) who will take your enquiry and pass it on to the SEND Enquiries Hub Team.

12. Supporting pupils following a sanction

St Edward's follows the restorative approach and works alongside children to understand emotional regulation. Following a sanction, the following measures may take place:

- Reintegration meetings
- Daily contact with a member of the inclusion team
- A reminder of the emotional regulation zone and how to use it
- A report card with personalised behaviour goals

13. Pupil transition

13.1 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.

13.2 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14. 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 can impact behaviour
- * How to safeguard children

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

15.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behaviour incidents, including removal from the classroom
- Attendance, suspensions, and permanent exclusions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, local governance committee members and other stakeholders (via anonymous surveys)

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 them.

The Trust will work with its schools to consider this data, and whether there are patterns across the Trust, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis.

16. Links with other policies

This behaviour policy should be read in conjunction with other relevant policies and procedures.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life