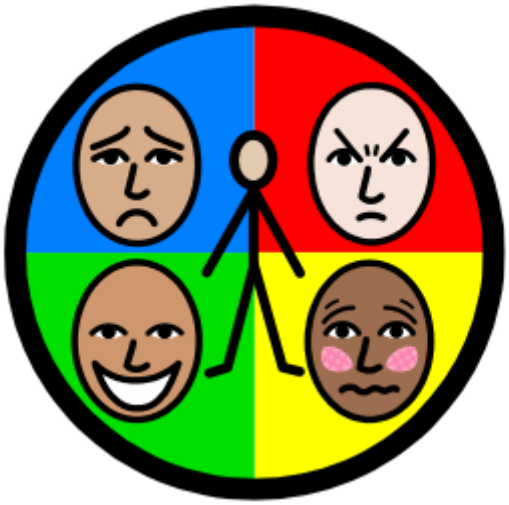
South Avenue Primary School

Behaviour Policy



Version (Date): April 2026

Review (Date): April 2027

Member of Staff Responsible: Mr S Savva

1. Aims

This policy aims to:

- Create a positive culture that promotes positive relationships, 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 that reflect the values of the school
- Outline the expectations and opportunities for growth
- Provide a consistent approach to support pupils to develop self-regulate
- Help children pursue positive relationships
- 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 Head of Schools and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 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
- Restrictive interventions, including use of reasonable force, in schools 2026
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

3. Positive Relationships

Research on positive relationships emphasise the importance of communication patterns, emotional responsiveness, and positive interactions for relationship success. Additionally, studies on attachment theory underscore the significance of early childhood experiences and secure attachments in shaping later relationship dynamics and overall well-being.

To support this, all routines and expectations reflect the Zones of Regulation and school values throughout the school year (Listen, Encourage, Ambitious, Resilient & Respectful and Nurturing). The children, in our school, work hard and we want to give recognition to them for their efforts. Praising children regularly boosts their self-esteem and confidence and this, in turn, will help them learn.

4. Class Dojo

The class can gain Class Dojo points at any time of the day and work together to contribute towards a class reward. We have high expectations around the way we engage with each other and will only award points for high standards.

Dojos will not be given to children who do the expected behaviours e.g. looking at the teacher or putting their hand up when they should be anyway. Instead, we will be striving for opportunities for growth e.g. listening to each other in class during group work (Listening), trying something new for the very first time (Ambitious), encouraging others take a part in an activity (Encourage), getting something wrong but trying again (Resilient), explaining the rules of a game to someone younger on the playground (Nurturing) or listening to each other's' point of view (Respect).

The Dojo's used in class cannot be taken away from the children - we focus on positive reinforcement rather than removing rewards, as this supports intrinsic motivation and maintains positive relationships.

The children that go above the expectations in the classroom will be rewarded with a special mention.

5. School Values and School Rules

At the heart of our Behaviour policy is are school values.

- Listening
- Ambitious
- Encourage
- Resilience and Respect
- Nurturing

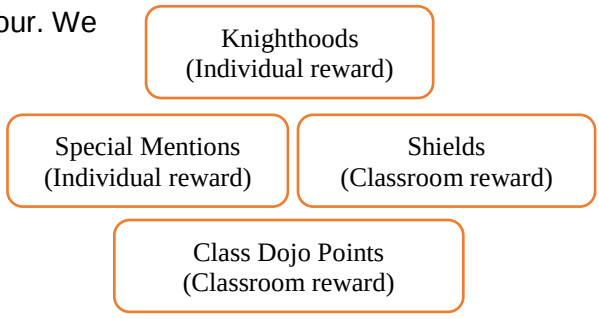
Our schools' rules are:

- Be Ready
- Be Safe
- Be Kind

6. Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Our rewards are:

- Knighthoods
- Special Mentions
- Shields
- Class Dojo Points



Across the school, there are 6 available shields, each one based on the school values. Shields are awarded to classes with the most Class Dojo points for each school value on Fridays. Once a pre-agreed number of shields are collected by a classroom a reward is awarded. Some of the classroom rewards previously chosen by our children include extra playtime, pyjama days, pizza parties, hot chocolate for the whole class, a class campfire with marshmallows and a movie afternoon.

7. Special Mentions

All classrooms have a special mention board in their classroom and their certificates are awarded and placed on the board for the week. On a Friday the class has a class celebration and the certificates are sent home to be shared with their families. This in turn rewards the children positively for their positive behaviour and gives children examples and role models that demonstrate positive behaviour. Many aspects of school life can be attached to these values and rules. For example, trying to improve your handwriting to earn a pen license (Ambitious), holding a door open for an adult (Respect) or helping a friend find a first aider on the playground because they fell down (Nurture).

8. Knighthoods

Knighthoods are very special at South Avenue Primary School. The children awarded our knighthoods are self-motivational, enthusiastic and strive to achieve all of our school values and rules. They demonstrate humility, hopefulness and actively try to bring about positive change in the school. This award can be nominated by any member of staff who has evidence that the above statement has been met alongside the school values being met to the best of the child's ability. It is a rare award to be given out but we do work with the children to demonstrate the behaviours that could trigger a nomination.

9. Response to Unacceptable Behaviour

Although rewards are central to the encouragement of positive behaviour there is a need for appropriate response to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Responses will only be applied when all the facts have been established, and their use will be characterised by certain features:

• A response should be personalised as to reasons for the dysregulated behaviour. Finding out why the behaviour has occurred is essential to helping the children understand the impact of their actions.

• Behaviour always has a trigger and must be seen as a form of communication. suggestion is Behaviour may be a form of communication and staff will seek to understand the underlying causes and triggers of behaviours whilst maintaining high expectations and accountability

• It must be clear why the response is being applied with consideration of intent.

• It must be made clear what changes in behaviour are required to avoid future responses.

• Group responses should be avoided as they breed resentment.

• It should be the behaviour rather than the person that is addressed.

• There should be a clear distinction between minor and more serious behaviours.

10. Size of the Problem and Response

Depending on the seriousness of the behaviour, big and huge problems will be reported by staff to a member of the senior leadership team (SLT). The SLT must be informed immediately of incidents of bullying, racism, sexism, homophobic remarks. These incidents will also be recorded on CPOMS. The class teacher will inform parents unless it is a more serious behaviour which the SLT was investigating, in which case the SLT will inform parents.

As children settle into school, they may exhibit behaviour that can be categorised as a medium problem or a big problem. In these situations, a 'stage and not age' approach would

be adopted to support children integrate into our school. A ‘stage, not age’ focuses on where students are in their development and learning processes rather than how old they are.

Responses to problems will be applied in the following order, but may be bypassed depending on the severity of the behaviour:

Size of Problem	Examples	Possible Response
Small Problem	Not paying attention in class	Verbal Reminder Verbal Prompt Well-being check-in Prompt to utilise tools from the Zones of Regulation Restorative Practice
Medium Problem	Shouting out in classrooms or corridors	Praise another child who is doing the right thing and verbally express what we should be doing. Mention the child by name, as privately as possible, and explain what you have seen: ‘…I can see that you are shouting out, remember to put your hand up?’ If the behaviour continues speak to the child in the classroom and explain that they have had a warning and the behaviour has continued and they will spend: • Up to 5 minutes of reflecting time/restorative practice • Up to 10 minutes reflective time/restorative practice • Up to 10 minutes reflective time/restorative practice in a parallel classroom or with a phase leader
Big Problem	Fighting Persistent refusal to follow a reasonable instruction after support, classification and reasonable adjustments have been provided	Reflective time with a phase leader for up to 20 minutes to talk about the behaviour and identify triggers. A restorative approach is used in this conversation. The school values are considered and strategies to support are identified. The class teacher/phase leader will inform parents. If it continues the following steps can be taken: • Internal suspension when a child is based away from the classroom for a set time to complete work set by their teacher. A letter is sent home by a member of SLT. • Meeting with parents to discuss behaviour and consider triggers and tools/strategies to support the child. Must be recorded on CPOMS and reported to the parents.

Huge Problem	Extremely violent behaviour resulting in injury Incidents involving discrimination, harassment or prejudice relating to any protected characteristics under the Equality Act 2010	In the rare circumstances that it becomes appropriate to use a restrictive intervention, it will be used as an act of care, and not punishment. Huge problems may well lead to a Permanent Exclusion. When deciding to suspend a pupil, all the facts and context of the problem will be considered.

11. Restorative Practices

Restorative practices focus on increasing children reflection, communication, community building, and making amends. Restorative practices and mindsets focus on supporting students as they accept accountability for their actions, reflect on the impact they have on others, and, when needed, take steps to repair relationships and build new skills. This inclusive approach deepens relationships by asking students to consider how they impact the school and participate in reflective conversations with teachers and peers. These relationships can buffer future stress, support the ongoing healthy development of the student, and provide positive models for students as they seek to change their behaviour and contribute to their school community.

These are the 5 questions that are useful to support children engage in a restorative conversation:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?

- What do you think you need to do to make things right?

Children may not always be comfortable using verbal means of communication or may not yet be equipped with the vocabulary to express themselves. Alternative, an adult may complete the Comic Strip Conversation looking at the size of the problem and size of the response. This is a reflective activity to support the child to reflect and repair the relationship between the child and those that have been affected. If developmentally appropriate, an apology from the child and recognition that a class or playground rule was broken will also be expected. This may not be always possible and the adults would be looking at other signs that the child has understood the impact of their reaction to a problem or a situation.

12. Medium Problems

Examples are:

- Constant chatting
- Shouting out in classrooms or corridors
- Unfinished or unacceptable work due to time wasting
- Not looking after resources carefully
- Not sharing or co-operating
- Thoughtlessly “rough” play
- Interrupting the teacher
- Running in the corridor
- Name calling

13. Big Problems

Examples are:

- Medium problems consistently repeated after adult intervention (reward charts, incentives, positive praise intervention, daily reporting)
- Racist remarks or behaviour, bullying, homophobia or sexist comments [see separate policies and report as safeguarding concerns
- Dangerous behaviour [e.g. throwing stones, climbing the fence]
- Spitting
- Biting and other forms of physical assault
- Fighting
- Stealing
- Refusing to do what an adult has requested
- Answering back aggressively
- Offensive language
- Damaging school’s and other children’s property deliberately

14. Huge Problems

Examples are:

• Big problems consistently repeated after adult intervention (reward charts, incentives, positive praise intervention, daily reporting)

• Child on Child abuse

• Persistent refusal to accept school code of conduct, class or playground rules or adults

• Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare

• Violent behaviour towards other children which does no improve after intervention

• Physical or verbal aggression towards a member of staff with intent to harm

• Extremely violent behaviour resulting in injury

• Repeated bullying, racism, homophobia or sexism

• Serious damage to school building

• Bringing dangerous items to school such as lighters, vapes, matches, weapons or drugs

Huge problems may lead to a fixed period of suspension or permanent exclusion. When carrying out a suspension, the Head of School will adhere to the statutory government's guidance on 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.' A copy of the guidance can be downloaded from the Department of Education's website at https://www.gov.uk/government/publications/school-exclusion. The Head of School will inform the parents of the suspension. Parents will be informed of their rights to make a representation to the governing board. In case of permanent exclusion, parents may request an Independent Review Panel in accordance with statutory guidance.

15. Reintegration meeting

Whilst the statutory instrument requiring a reintegration meeting was revoked as part of the September 2012 revisions to the guidance, it is considered good practice that school meet with parents and the child to discuss the issues and reasons for the suspension and agree a way forward. The purpose of the reintegration meeting should be to support the pupil's reintegration and promote the improvement of their behaviour. The pupil should normally attend all or part of the meeting with at least one of their parents. If appropriate for the child a reintegration back into class will also include a weekly monitoring, to ensure appropriate behaviours are adopted and sustained.

16. Notification of Parents

Whenever the Head of School excludes a pupil, they must notify the parent without delay, ideally by telephone followed up by a letter. All suspension cases should be treated in the strictest confidence, only those who need to know the details should be informed of them. In exceptional cases, usually where further evidence has come to light, a fixed-term suspension [given 'pending further investigation'] may be extended, or converted to a permanent suspension, a second letter should be sent to the parents explaining the reasons for the extension/change.

17. Internal Suspension

An internal suspension is the severest school-based consequence, without actually suspending the child. A standard letter is sent to the parents/carers informing them of the decision to internally exclude, citing the reasons. The child should be delivered to the school office in the morning and collected from there at the end of the day. They will not be permitted to spend any time with their peers during that time, including the lunch period. A member of the SLT will monitor the child throughout the day during which they will be expected to complete work.

18. Restrictive Interventions, Including Reasonable Force and Seclusion

Our Commitment to Minimising Restrictive Interventions

At South Avenue Primary School, we recognise that any restraint carries a risk of physical and psychological harm, and should be avoided where possible. We are committed to implementing comprehensive prevention and de-escalation strategies to minimise the need for restrictive interventions. The DfE recommends that staff who are likely to need to use restrictive interventions (including reasonable force) should be adequately trained to do so safely and lawfully, and trained in strategies to prevent the need to use reasonable force. We will ensure appropriate training is provided to relevant staff members.

Definitions

- Restrictive Interventions: Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. Restrictive interventions include physical and non-physical actions aimed at restraining pupils' movement. For example, putting a pupil in a room and not allowing them to leave is a restrictive intervention.
- Reasonable Force: Reasonable force is the amount of force that staff members can (in certain circumstances) legally use to temporarily restrict a pupil's movement. It means using no more force than is necessary, for the least amount of time for the desired outcome.
- Seclusion: Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room is a form of seclusion.
- Significant Incident: A significant incident is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil.
- Appropriate Contact Appropriate contact might include a handshake to congratulate a pupil, giving first aid, or demonstrating how to use a musical instrument.

The school encourages staff to make appropriate physical contact to support pupils, and we do not operate a 'no contact' policy.

When Staff Can Use Restrictive Interventions

All members of school staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff should only put a pupil in seclusion to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave.

Decision-Making Framework: Before Using a Restrictive Intervention

Before using a restrictive intervention with a pupil, staff should consider:

- If it's necessary: There might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further.
- If it's proportionate: Staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions.
- The pupil's welfare: Staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity.

Unacceptable Uses of Force

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation. For example, by covering the nose or mouth or applying pressure to the neck or abdomen.

If a pupil is unintentionally held on the ground, staff should release them, or re-position into a safer alternative or standing position as quickly as possible.

Post-Incident Procedures

After a restrictive intervention has been used, the following procedures must be followed:

Immediate Actions: If appropriate, the pupil(s) and staff member(s) should be medically assessed and any injuries treated

- Record the injury according to the school's procedures.
- The intervention must be recorded and reported (see Section 15 below)
- The school will have a follow-up conversation with the staff member(s) and pupil(s) involved, so we can understand what happened during the incident and why, repair and rebuild relationships, and foster a culture of continuous improvement. It's best for this to be facilitated by a staff member who wasn't involved in the incident.
- Evaluation: Using this information, the school will evaluate the incident as soon as possible after the event to understand:
    - Why the restrictive intervention was used
    - The impact on pupils and staff

- Any patterns or trends
- How we could avoid using restrictive interventions in future, for example, by amending or introducing a behaviour plan or a risk assessment for the pupil

Ongoing Support: The school will continue to monitor the wellbeing of the pupil(s) and staff member(s) and provide additional support where needed. Pupils who witnessed the incident may also need support.

Pupils with SEND

Restrictive interventions, including reasonable force, can be used on pupils with special educational needs and/or disabilities. Where a pupil's behaviour means that it's more likely that staff will need to use reasonable force or other restrictive interventions, the school must have a risk assessment in place. Under the Equality Act 2010, the school will make adjustments to ensure pupils with disabilities are not disproportionately affected by restrictive interventions. The school must also work to manage and reduce the risk, for example, by understanding the pupil's triggers and providing staff training.

Where appropriate, the school will work with the pupil, their parents/carers, and other professionals to develop:

- Prevention and de-escalation strategies
- A behaviour plan that sets out prevention strategies and the types of physical interventions that will be used
- See Section 21 for more detail on responding to behaviour from pupils with SEND.

Staff Training Requirements

The DfE recommends that staff who are likely to need to use restrictive interventions (including reasonable force) should be adequately trained to do so safely and lawfully, and trained in strategies to prevent the need to use reasonable force.

The school will:

- Identify which staff members are likely to need to use restrictive interventions based on their roles
- Provide appropriate training in the safe and lawful use of restrictive interventions
- Provide training in prevention and de-escalation strategies
- Refresh training regularly to ensure staff maintain their skills and knowledge
- Keep records of all staff training in this area

19. Recording and Reporting Restrictive Interventions

Statutory Recording Requirements

From 1 April 2026, the school has a legal duty to record and report all significant incidents in which a member of staff uses force on a pupil or incidents where a member of staff uses seclusion or restraint on a pupil. The school will record the incident as soon as possible after the event. Ideally, this should be on the same day.

As a minimum, members of staff must record the following details:

- The names of the pupil(s) and staff involved
- Any relevant needs or circumstances of the pupil, including if the pupil has SEND and their SEN code
- The time, date, location and approximate duration of the intervention
- Details of any physical injuries

- Any support provided after the incident, including any medical treatment for injuries

If the staff member(s) didn't use reasonable force, include:

- A brief account of why the staff member(s) assessed that it was necessary to use the intervention

If they did use reasonable force, include:

- A brief account of the incident, including what led up to it, any known triggers that were or may have been involved, and any preventative or de-escalation strategies used
- The type of reasonable force and the degree of force that was used
- A brief account of why the staff member(s) assessed that it was necessary to use force

If reasonable force is used in an incident, the school does not need to record it separately under reports for reasonable force and for restrictive interventions. Everything will be covered in the same report. If restrictive interventions were used on more than one pupil in the same incident, a separate report must be completed for each pupil.

Statutory Reporting Requirements to Parents

The school must give a report of the incident to each of the pupil's parents/carers as soon as possible, even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour plan or risk assessment. The report should be in writing, and given to the parents/carers on the same day. The school will include at least:

- Time, date, location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary
- A brief account of what type of force was applied, and the degree of force
- Details of any physical injuries and any post-incident support
- The school will not include identifying details of any other pupil

Following an incident, the school will invite parents to a meeting to discuss what happened. This meeting will take place soon after the incident and will provide an opportunity to:

- Discuss what happened in more detail and answer any questions
- Explore any behavioural triggers or warning signs
- Review whether any agreed behaviour support plans were followed
- Discuss what de-escalation strategies were used and how effective they were
- Consider what might be done differently in the future
- Discuss follow-up support for the pupil and staff involved

Exceptions to Reporting to Parents

The school does not have to report an incident to the parents/carers if:

- Telling the parents/carers would likely cause significant harm to the pupil (including any form of abuse or neglect)
- In cases where telling parents would likely cause significant harm to the pupil, the school must report it instead to the local authority (LA) where the pupil lives.

20. Monitoring and Governance of Restrictive Interventions

Data Analysis and Review

The school will regularly review and analyse data on restrictive interventions to ensure that we:

- Identify areas for improvement to policies and practices, particularly where strategies and interventions have not been effective
- Identify areas for training and development for staff, for example on how to use de-escalation techniques effectively
- Understand regular patterns or triggers of behaviour for key pupils, to better support them through behaviour support plans
- Identify when the use of restraint was used disproportionately with vulnerable pupils, including pupils with SEND

The Behaviour Lead will be responsible for analysing this data on a termly basis.

Governor Oversight

The governing board will regularly review and interrogate the data on restrictive interventions to ensure the school is:

- Complying with statutory recording and reporting requirements
- Implementing effective prevention and de-escalation strategies
- Identifying and addressing any patterns, trends, or disproportionate use
- Providing appropriate staff training and support

The school will share headline data with governors at least termly including:

- The number of incidents involving restrictive interventions
- What kinds of restrictive interventions were used
- Any patterns or trends identified and actions taken to address them
- Any disproportionate use of restrictive interventions for pupils with SEND or other vulnerabilities

Governors may request to see individual reports or ask questions about how the procedures set out in this policy are being followed.

21. Including Pupils on Educational Visits/Trips

We fully support the availability of all activities including educational visits to all pupils and recognise that children with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs, such as 1:1 support. However, if the safety of a pupil (or others) cannot be guaranteed because of their inclusion in the visit, then that pupil will not be included in the visit. Documented evidence, including the risk assessment (shared with parents), must be retained. Parents will be expected to collect their child should an incident of unacceptable behaviour occur on a school journey/visit.

22. Responding to behaviour from pupils with SEND

It is important to remember that some children have extremely difficult and challenging behaviours that are outside the norm for their age. These problems can result from temporary stressors in the child's life, or they might represent more enduring disorders. The most common disruptive behaviour disorders include oppositional defiant disorder (ODD), conduct disorder (CD) and attention deficit hyperactivity disorder (ADHD). Behaviours may also present because the child is frustrated and cannot communicate how they feel or that they just see the world differently (ASD). They may also present with difficulties because they haven't had a safe, stable and secure start in life (Attachment disorders or ACE's). As a school we understand these needs and will make reasonable adjustments in order for any child that may require additional help and support.

Adapting responses for pupils with SEND

When considering a behavioural response for a pupil with SEND, the school will consider:

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

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

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/carers to create a behaviour 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 contact the local authority to discuss the matter. If appropriate, the school may request an early annual review of the EHC plan.

23. Searching and Confiscation

For detailed guidelines regarding the procedures for searching pupils, please refer to Appendix 2. This section outlines the roles of authorised staff within the school, the conditions under which searches can be conducted, and the types of items that may be searched for.

24. Monitoring this policy

This behaviour policy will be reviewed by the Head of School and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Head of school.

Appendix 1 – Behaviour Support Plan

Behaviour Support Plan	
Pupil name: Date of plan:	Class: Date of review: *(6 weeks)*-
Behaviour(s) of concern: •	
Long term goals: • •	
Known barriers: •	**Known triggers:** •
Preventative strategies:	

•	
Rewards for desired behaviour(s): •	**Consequences for undesired behaviour(s):** •
Chain of support. Class teacher Phase Leaders SLT	
Agreement: Parent name Parent signature Date	 Staff name Staff signature Date

Behaviour plan

(Pupil Voice)

I would like my behaviour plan to look like this:

Appendix 2 – Searching and Confiscation

1. Purpose of Searches

This section outlines the procedures and guidelines for conducting searches of pupils within the school to ensure safety and compliance with legal standards, as set out by the Department for Education (DfE).

2. Authorised Staff

The following individuals are authorised to carry out searches:

- Head of School
- Members of the Senior Leadership Team

- It is within the discretion of the Head of School to authorise other staff to search for specific items.

3. Conditions for Conducting Searches

Searches may only be conducted under the following conditions:

- Consent: The pupil agrees to the search.
- Reasonable Grounds: The authorised staff member has reasonable grounds to suspect the pupil may possess a prohibited or banned item.

4. Legal Requirements

Under current UK legislation:

- The individual conducting the search must be of the same sex as the pupil being searched.
- A witness must be present during the search, who is also of the same sex as the pupil, if reasonably practicable.

Exceptions: Searches can occur without a witness if:

- There is an urgent risk of serious harm to a person if the search is delayed.
- It is not reasonably practical to summon a witness in the time available.

5. List of Prohibited Items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Electric vapes
- Fireworks
- Pornographic images
- Any article that the staff member reasonably suspects has been, or is likely to be, used to
    - Commit an offence
    - Cause personal injury (including the pupil) or damage to property

These items are defined under The Education Act 1996 and the DfE's guidance on searching, screening and confiscation.

6. Recording Searches

If a search is conducted without a witness, the staff member must:

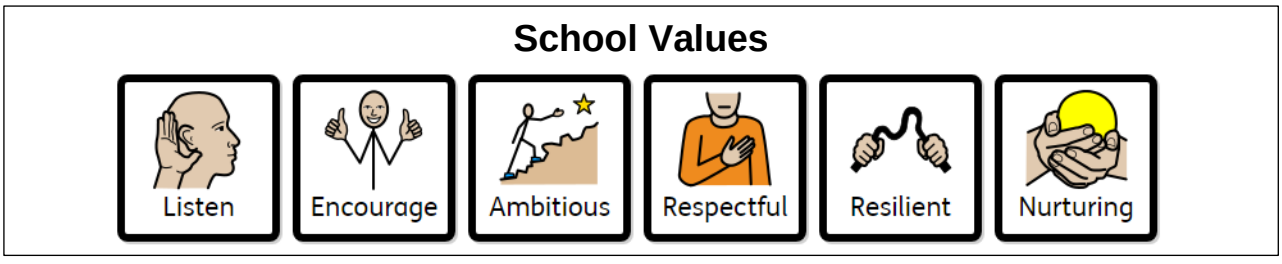
- Immediately report the incident to a member of SLT.

- Ensure that a record of the search is maintained, including the rationale for the search and the items found, as outlined in the section on recording searches.

7. Definitions and Clarifications

Reasonable Grounds: Reasonable grounds refer to the belief based on specific facts or evidence that a pupil may possess prohibited or banned items. This includes circumstances that may pose a risk to safety or contravene school rules.

Appendix 3 – Behaviour Blueprint



The way we celebrate our children

Knighthoods
(Individual reward)

Special Mentions
(Individual reward)

Shields
(Classroom reward)

Class Dojo Points
(Classroom reward)

5 Restorative Questions

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Supporting dysregulated children by

1. Regulating **2. Relating** **3. Reasoning**

Size of the Problem

Size of Problem	Examples	Lead by…	Possible Response
Small Problem	Not paying attention in class	ALL	• Verbal Reminder, Verbal Prompt, Well-being check-in • Prompt to utilise tools from the Zones of Regulation, Restorative Practice
Medium Problem	Shouting out in classrooms or corridors	Class Team	• Praise another child who is doing the right thing and verbally express what we should be doing. • Mention the child by name, as privately as possible, and explain what you have seen. • Up to 5/10 minutes of reflecting time/restorative practice. • Up to 10 minutes reflective time/restorative practice in a parallel classroom or with a phase leader.
Big Problem	Fighting	PL	• Reflective time with a phase leader for up to 20 minutes. • The class teacher/phase leader will inform parents. • Internal suspension - a letter is sent home by a member of SLT. Meeting with parents to discuss behaviour and consider triggers and tools/strategies to support the child.
Huge Problem	Extremely violent behaviour resulting in injury	SLT	• Restriction interventions when is necessary, reasonable and proportionate. • Huge problems may well lead to a fixed period of suspension or permanent suspension. When deciding to suspend a pupil, all the facts and context of the problem will be considered.