Behaviour policy

Policy date: September 2025   Review date: September 2026

At St Paul's we believe that everyone is a valued member of our school community, where trust, respect and compassion are integral parts to the way we relate to one another.

As a Christian school with Christian values at the heart of everything we do, we believe that God forgives and therefore we forgive. Forgiveness and reconciliation are a central part to our restorative approach, ensuring that obstacles and wrong doings do not have the last word. We teach our pupils that forgiveness is the foundation to building good relationships. Hope and aspiration will inspire and motivate every child to be the best they can be.

Our six school values underpin our relationships with one another.

St Paul whole-heartedly served others (Acts 11:26), he was brave and did not give up even when things were difficult (Acts 20:22-24). Inspired by him, we work together with **courage** and **perseverance** to **nurture** everyone in our school community, **valuing each person's uniqueness**, and seeking to enable them to **learn, grow** and **flourish**.

We will…

…treat each other as we would like to be treated / forgive each other when things go wrong / always be honest and treat each other fairly / listen to one another / be kind, hardworking and do our best / look after everyone and everything in our school.

Approved by:	The Local Committee	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

Contents

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring 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
- 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
- Help children develop a sense of self-respect, confidence, self-reliance and self-esteem
- Make children aware of and sensitive to the needs of others
- Create a climate of equal opportunity and mutual respect where children feel safe and secure
- Develop a working partnership between child, school and home

To achieve a clear and consistent approach to behaviour we:

- Are aware of individual needs and circumstances including Special Educational Needs and Disability
- Have clear systems in place whereby staff, pupils and parents understand expectations and procedures
- Train all staff, including support staff and lunchtime supervisors in our management of behaviour where least to most intrusive strategies are used
- Keep up to date with National developments and undergo relevant training where required

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 Feb 2024
- Searching, screening and confiscation: advice for schools July 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024
- Use of reasonable force in schools Jan 2025
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice Sept 2024

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 gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

At St Paul's we have two rules:

- We will treat others and property with respect in all we say and do
- We will not disrupt the learning

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
- Physically hurting another person on purpose
- Inappropriate language used
- Destruction of others of school property (vandalism)
- Being disrespectful to another person in school
- Any form of bullying
- Sexual violence 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
- Theft
- Smoking
- 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
- 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)

4. 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 • Homophobic/biphobic • Faith-based • Transphobic • Gendered (sexist) • 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)

To ensure that the school is doing all that we can to stop bullying from occurring, we have a separate Anti-Bullying Policy as well as a children friendly version that has been drawn up and worked on with children who are Anti-Bullying Ambassadors. Our PSHE curriculum focuses on respect and how the chidlren engage with others and this is also followed up in specific work and activities in Anti-Bullying week,

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Children and young people in school - children will be supported to understand that it is important to tell an adult if they feel bullied or believe that another child is being bullied. They should tell their teacher and

their teacher will initially investigate and refer to the Deputy Headteacher / Headteacher if bullying is suspected. Talk time is available daily for children to share any concerns that they have which will be passed onto the class teacher in the first instance.

- Parents/carers should inform the school if they are concerned that their child is being bullied or might be being bullied. They can speak to the class teacher in person, or call via the school office. They are also able to email the class teacher either through the school office or through the Year Group email address.
- All staff and visitors should report any cases of harassment or bullying by another member of staff, by a parent/ carer or by a visitor. This should be reported to the headteacher or to the Chair of Governors, if the headteacher does not respond or is involved in the incident.

5. Roles and responsibilities

5.1 The local committee

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the local committee
- 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 (see section 13.1)

5.3 Teachers and 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 more serious behaviour incidents.

5.4 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, 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.

5.5 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 that is 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 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 and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At St Paul's we have two rules:

- We will treat others and property with respect in all we say and do
- We will not disrupt the learning

The school will promote good behaviour by:

1. Expecting positive behaviour at all times and being consistent in following this up
2. Establishing clear expectations and routines around the school
3. Teaching and living out the school values
4. Modelling expected/appropriate behaviours
5. Developing social skills
6. Encouraging self-respect (looking smart, showing a good attitude, etc)

6.1 These areas will be addressed by:

- Being clear about our expectations as a school and follow through with both positive and negative consequences
- Promoting good classroom management through positive re-enforcement and rewarding House Points for good examples of this which are recorded as Dojos

- For children to earn individual House Points that go towards their House totals – winning House gets rewarded each term
- For individual children to receive certificates (Bronze, Silver, Gold or Platinum) at the end of a term – depending on how many House Points they have earned
- Rewarding good behaviours/attitudes with a range of rewards – including House Points – Headteachers award – Star of the week – Headteacher phone call home
- Using a clear hierarchy of consequences for behaviour within the classroom
- Having clear behaviours that are not acceptable and that SLT will intervene with
- Providing play equipment and organised activities which actively engage the children at breaktimes – including gardening club and quiet club
- Allowing the quiet area to be a distinctly different space for play and reflection
- Having play leaders and the sports crew to support pupils during breaktimes
- Appointing Year 6 children as prefects to model good behaviour
- Showing appropriate behaviours and attitudes in different situations – including when outside school or online
- Providing additional support for identified pupils through work with our ELSAs and taking part in different social groups
- Communicating and working with parents and carers – sharing both positive and negative situations
- Involving other agencies where necessary

6.2 Inclusion and Additional needs Behaviour policy

Please see separate policy for more details

Children with Education Health and Care Plans for Social, Emotional & Mental Health (SEMH) or who have identified high level SEMH needs, may need their own behaviour pathways set at the beginning of each school year. These plans/charts can be tailor-made with specific rewards and sanctions to meet their needs and based on their own interests and abilities.

6.3 Mobile phones

- Pupils in Year 5 and 6 are allowed to have mobile phones with them on-site if they have walked to or from school without an adult
- The phones should be turned off and handed in to a member of staff at the beginning of the school day so that they can be kept safe.
- The phones will be handed back to the children as they are leaving to go home.
- There will be exceptions to the rules for medical or personal reasons – the phones must not be able to access the internet or the camera function
- Please refer to the Online Safety Policy for more details.

7. Responding to behaviour

We manage behaviour in the school in a pro-active way. Following the principles of emotion coaching, we recognise that all feelings are valid but not all behaviours are acceptable. With a strong emphasis placed on empathy and problem-solving with the child, emotion coaching enables children to manage their own behaviour through helping them to understand the different emotions they experience, why they occur and how to handle them. Therefore, by initially responding to emotions as opposed to behaviour, we seek to provide/empower our pupils with the self-regulatory skills needed to manage their own behaviour and difficult situations.

We seek to provide our pupils with the skills needed to manage their own emotions and behaviour and how to deal with difficult situations through planned PSHE lessons and circle time.

A wide range of rewards are used as recognition of good behaviour both individually andcollectively.

All classrooms will have a **behaviour ladder** within their classroom to remind the children of the layers of consequence for inappropriate behaviour. These will be used to help children to be challenged and reminded them of what appropriate behaviour looks like and gives them time to make the necessary adjustments. In most year groups, the class teacher will keep a personal note if a child has moved on the ladder.

Across the school children making poor choices will be given every opportunity to make a change and where necessary a restorative conversation will be used to help them understand why a change in attitude and behaviour is necessary.

If this behaviour is persistent, then their actions will be recorded on CPOMS and on Arbor if they are kept in at break or lunch. Parents will be informed.

All behaviour issues will be dealt with as soon as possible after the incident.

7.1 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
- Display the 2 school rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour – rewarding this with House Points
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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 here.

7.2.1 Harmful Sexual Behaviours

The Brook Traffic Light Tool will be used to categorise the sexual behaviours of young people and will help trained staff to be able to deal with the incident appropriately.

If, after identifying the behaviour on the traffic light system, it is deemed that the behaviour is inappropriate, the behaviour consequences will be followed up with the alleged victim and the alleged perpetrator. As well as consequences and appropriate support being given to the children, there will also be the opportunity for this to be followed up either within an assembly, with a year group or a class to educate the children about the importance of keeping themselves and others safe.

By categorising the sexual behaviours, we can work with other agencies if appropriate to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The school recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

Any reports of Harmful Sexual Behaviour will be recorded onto CPOMS and DSLs will be alerted and will deal with the incident in accordance to the guideline and safeguarding policy.

7.2.2 Child-on-Child Abuse

Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both

physically and verbally) and are never acceptable. It is important that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adults, and setting staff are supported and protected as appropriate.

Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- 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)
- 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) UKCIS guidance: Sharing nudes and semi-nudes advice for education settings
- 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).

7.3 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.

Positive behaviour will be rewarded with:

• Telling parents good news (note home, phone call or catching at end of day) • Stickers and stars • Use of marking • ICT time • House points • Time in the Copse	• Reinforced behaviours specific reference to making good choices • Awarded a 'Star of the Week' certificate • Individual certificates for House Points earned • Extra play	• Giving extra responsibilities or privileges • In-class rewards • Sharing in assembly • Class rewards • Headteacher's award • Stickers for good eating

7.4 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 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 considered.

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.

7.4.1 Restorative Approach to Behaviour management

At St Paul's we believe the key to successful behaviour management is involving the children in restoring good behaviour, hence we embrace the Restorative Approach.

Restorative Approaches are inspired by the philosophy and practices of Restorative Justice which aims to repair harm caused to relationships and communities by conflict. Crucially it is believed that is best achieved by focusing upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected. Restorative Justice is based on five key features – the 5 Rs

- Respect
- Responsibility
- Relationships
- Repair
- Resilience

We use the Restorative Approach to resolve incidences whereby pupils have time to talk to eachother, reflect on the incident and find a way of moving forward in a positive way. These conversations are facilitated by an adult using the "Five magic questions".

7.4.2 Restorative Practices

We believe that by using the Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. The approach encourages pupils to think about how their behaviour affects others, both pupils and staff, how to relate to each other and how to find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together and developing positive and meaningful relationships with staff and pupils.

At St Paul's, most situations can be dealt with by working through these restorative questions:

- What happened?
- Who has been affected by this and how?
- What needs to happen to put things right?
- What are you going to do differently next time?

These questions are introduced through a reflection sheet. However, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour.

The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age andlevel of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school, including those with SpecialEducational Needs who may require support in recognising how their actions have affected othersor how they feel about an incident. Pupils are supported in developing their understanding of theRestorative Approach using tailored resources, lessons and at their own pace.

Our key aim is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for theiractions and fix the situation.

7.5 Taking Responsibility

As a means of redressing the balance, children will be expected to take responsibility for their chosen actions. We will follow the behaviour ladder and children will recognise that consequencesare needed to help them to make wiser choices next time.

7.6 Physical violence

Physical violence towards staff and other children in the form of punching, kicking, hitting, pushing, grabbing, pinning, spitting or pulling hair is not tolerated, regardless of whether or not a child has additional needs. Incidents such as these are carefully reviewed with regard to age and stage, frequency of behaviour, possible provocation and level of harm before next steps and sanctions are agreed by the Senior Leadership Team.

7.7 Sustained poor behaviour

Cases of 'bullying' will always be addressed immediately using the agreed procedures (see anti-bullying policy)

Where a pupil refuses to engage or work in lessons the time wasted will be owed back in the pupil'sown time e.g. breaktime.

When necessary, daily behaviour charts will be introduced to allow closer monitoring of behaviour and opportunities for positive behaviours to be more readily noticed and affirmed. These will only be used for a set period of time and will be written in consultation with the child, identifying types of rewards to be achieved. Parents will already be involved in discussions around their child's behaviour and the use of these charts will be regularly reviewed.

We have a no restraint policy. On rare occasions where a child may need to be restrained, positive touch practices will be followed and if necessary a risk assessment will be carried out. There is clear guidance that the school complies with and parents are kept fully informed.

In extreme cases it may be necessary to exclude a child. There is clear guidance for managing children whose behaviour puts them in danger of exclusion. The school will consult with Surrey Exclusion team and the diocese where necessary. Parents are kept fully informed.

7.8 Reporting and Monitoring

Behaviour issues should be reported on CPOMs, including a detailed narrative and the outcome of the incident, with linked students identified. The person dealing with the initial incident should complete the CPOMs form. If this requires further involvement with other staff members such as the class teacher or phase leader (during a lunch or break time) or (for more serious incidents) SLT, it must then be assigned through CPOMs to them and if necessary other staff members will be alerted (eg SLT). They will then in the action box state the necessary action taken. If it is necessary to speak with parents, this will also be included in the actions, along with a brief narrative of the conversation.

If the behaviour involved is one of unacceptable behaviours (hurting someone on purpose/destruction of others or school property/ bullying behaviour) and parents have had to be spoken to – this will also be recorded on Arbor by the adult who initially dealt with the situation.

7.9 Low Level Behaviour

When recording behaviour concerns that are low level, this may be an accumulation of concerns from over the course of a few days or a week - discussions need to be had with parents about the number of times the behaviour has been present that week.   These need to be recorded on CPOMS. If the behaviour is repeated, a behaviour chart needs to be put in place and targets agreed and shared with parents.

Pupils should be given time to reflect on the incident (restorative approach) and where necessary should complete a reflection form which should be uploaded onto CPOMs. It may be necessary for this to be completed at a later time once the child is calm and in theright mindset to reflect.

Phase Leaders will regularly monitor behaviour incidents on CPOMS and Arbor and meet with pupils who are on a behaviour chart weekly to see how they are getting on. They will also provide positive solutions to help children manage their behaviours and actions.

If the incident relates to sexually inappropriate behaviours/language, bullying, or racial/prejudice behaviour it should be recorded in the same way and recorded on Arbor.   Behaviour data will be reported termly to the LC. This information will also be used to identify trends and inform preventative work in school and development of the policy.

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

7.10 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 (see appendix 3 for a behaviour log)

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.

7.11 Confiscation and searching   - See Appendix for details

7.12 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).

7.13 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.

7.14 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.

7.15 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 here.

7.16 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 needs 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.

8. Serious sanctions

8.1 Removal from classrooms – day out of class, but in school
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 which 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 who have been removed from the classroom are supervised by a member of SLT, and will be removed for a maximum of 1 day.

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/carers 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, such as

- Use of teaching assistants
- 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 along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS and Arbor.

8.2 Suspension and permanent exclusion

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.

9. Responding to misbehaviour from pupils with SEND

9.1 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 balance their legal duties 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 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 consider the specific circumstances and requirements of the pupil concerned.

Examples of adaptations made to meet the needs of the pupil – these may form part of their EHCP, Pathway Plans or risk assessments:

- Short, planned movement breaks for a pupil with SEND who finds is 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 has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces – such as the SEND room, ELSA room, tent or library

9.2 Adapting sanctions for pupils with SEND

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

- 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?

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.

9.3 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 the plan and review it on a regular basis.

9.4 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 contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with a member of Talk Time or SLT
- A behaviour chart with personalised behaviour goals.

11. 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 – whole school training
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, parents and other stakeholders (via anonymous surveys)

The data will be analysed every year by the Behaviour Lead (Lynsey Bryan).

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

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

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.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and local committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the local committee.

The written statement of behaviour principles will be reviewed and approved by the local committee annually.

13. Links with other policies
This behaviour policy is linked to the following policies

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Use of reasonable force policy
- Mobile devices policy
- Anti-Bullying policy
- IAN Behaviour Policy

Accompanying Documents

- **Appendix 1: In Class Behaviour Ladder**
  To be on display in each classroom

- **Appendix 2: Reflection sheets**
  To be filled in by pupils to support reflection after an incident.

- **Appendix 3 Behaviour Expectations around the school**
  To be displayed in KS2 classrooms

- **Appendix 4: Positive Reinforcement**
  In order that we can achieve success through positive reinforcement there will be a process of small steps to give time to educate our pupils about how to behave appropriately. Pupils will betaught that they are making a choice when behaving inappropriately and that there are consequences.

- **Appendix 5: Hierarchy of consequences**
  Consequences for poor behaviour are reviewed annually and published for staff, children and parents. For younger children teachers may display photographs showing good behaviour or usepictures and symbols to aid their understanding.

- **Appendix 6: Written statement of behaviour principle**

- **Appendix 7: Confiscation and searching**

- **Appendix 8: KS1 Lanyard Prompt Cards**
  To be cut out and kept on staff lanyards to use in and around the classroom

- **Appendix 9: School Rule**
  To be displayed in each classroom and around the school

Any concerns or complaints in relation to the implementation of this policy should follow the complaints procedures as set out in the Policy for Responding to Parent's concerns, available on the school website andfrom the school office.

Behaviour ladder

1 Reminder	Reminder of the rule or how you should be behaving (verbal/non verbal)
2 Warning	A warning (will move next time)
3 Move	Move space
4 Miss play	Miss 5 minutes of break with Class Teacher Reflection sheet
5 Miss lunch Tell parents	Repeated behaviour - Lunch with SLT Phone call home

Unacceptable behaviours – lunchtime with SLT

- Physically hurting another person on purpose
- Inappropriate language used
- Destruction of others or school property
- Bullying behaviour
- Being disrespectful to another person in school

Behaviour ladder

1 Reminder	Reminder of the rule or how you should be behaving (verbal/non verbal)
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Unacceptable behaviours – lunchtime with SLT

- Physically hurting another person on purpose
- Inappropriate language used
- Destruction of others or school property
- Bullying behaviour
- Being disrespectful to another person in school

Appendix 2

Reflection Sheet

Name	Date

What happened?

Did anything happen before?

How can you make things better?

What would you do differently next time?

Appendix 3

<div align="center">**Behaviour Expectations:**</div>

In class:

- We listen to the person speaking
- We follow instructions from adults
- We put up our hand if we have something to say
- We line up without talking

Walking around the school:

- We line up in our line order
- We walk
- We are in single file
- We all face the way we are going
- We stop where we have been asked to stop
- We save our conversations for the playground

In assembly:

- We walk into and out of assembly without talking
- We sit where we have been asked to sit
- We face the front
- We put up our hand if we have something to say – unless we have been told to call out as part of the assembly

If we do not follow the behaviour expectations, this is what will happen:

1. A reminder of the rule or how you should be behaving (verbal or non verbal)
2. A warning (will move next time)
3. Move space
4. Miss 5 minutes of break with class teacher – Reflection Sheet
5. Second time in a day – go to SLT and a phone call home.

Unacceptable behaviours – lunchtime with SLT

- Physically hurting another person on purpose
- Inappropriate language used
- Destruction of others or school property
- Bullying behaviour
- Being disrespectful to another person in school

Appendix 4

Positive Reinforcement:

We have high expectations for behaviour and we communicate these clearly. We reward good behaviour through:

Specific praise

- Reinforced behaviours by specific reference to making good choices
- Stickers and stars
- Use of marking
- House points – awarded to individuals who can collect Bronze, Silver, Gold and Platinum certificates each term
- House points also get collected each week by the House Captains and the winning House each term has a reward.
- Sharing in assembly
- Headteacher's award
- Telling parents good news (note home, phone call or catching at end of day)
- Star of the week certificate awarded in Celebration assembly
- Giving extra responsibilities or privileges
- Class rewards
- Library/ICT time
- In-class rewards
- Extra play
- Time in the Copse

At lunchtime:

- Stickers for good eating
- House points and stickers for good behaviour
- Library area, quiet outdoor area available for
- Quiet Club and Gardening Club each lunchtime

Appendix 5

St Paul's behaviour & hierarchy of consequences

Behaviour	Low	High
Refusal to work as directed	• Opting out of activities/ refusal to complete work - timer to be used and time owed back	• Regular frequency in behaviour log for getting to stage 5 on the behaviour ladder
Not showing respect to others	• Whispering about others • Pulling faces • Snatching from others • Not listening • Calling out / answering back / shouting • Distracting & disturbing others	• Sustained refusal to follow instructions • Actions used to scare someone • Being racist (race, religion, culture) or homophobic
Not showing respect to the school environment	• Littering the school/grounds • Spoiling plants/plant pots • Accidentally breaking small equipment • Breaking branches • Spitting on the ground	• Damaging school/play equipment on purpose • Graffiti
Using rude words	• Name calling (personal comments) • Inappropriate words said to themselves in anger (e.g. making a mistake/annoyance)	• Inappropriate words said to others • Words used to frighten others • Swearing
Being dangerous	• Running inside • Pushing inside • Throwing small objects in class • Poking yourself or others with a pencil • Climbing on furniture	• Throwing objects at others • Leaving the school grounds • Ignoring instructions
Being physically hurtful	• Poking/ Prodding/ Pinching • Pushing/ Elbowing • Punching/Kicking/ Hitting/ slapping • Fighting • Spitting at someone	If a child hurts another child on purpose, they are to go to SLT at lunchtime – the severity of the consequence will be decided on the frequency of the actions
Harmful sexual behaviours	If any harmful sexual behaviour is seen or reported, the Brook Tool will be used by a trained member of staff to ascertain whether the behaviour is deemed age appropriate or a concern.	
Bullying	• Repeated action and words said to hurt someone on purpose	
Consequences	Low	High
	In class, behaviour ladder will be followed and reported on CPOMS On the playground, staff let the class teachers know and write it up on CPOMS	Completion of incident on CPOMs and Arbor - sent to member of SLT. Possible sanctions: • Loss of lunch break: • Day spent in another class • Internal exclusion appropriate to age & severity of behaviour • Exclusion from school ** Parents will be informed at all stages* **For harmful sexualised behaviour,** depending on the severity different consequences may be applied. The incident will be recorded on CPOMS and parents will be informed. Support will be put in place for both/all the children involved. If deemed necessary, an assembly, year group talk or class lesson will take place to educate and inform.

Appendix 6: <u>Written statement of behaviour principles and restorative approach</u>

- 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 are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The GST Trust also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Restorative approach

- What happened?
- What were you thinking, feeling (then and now)?
- Who has been affected by this and how?
- What needs to happen to put things right?
- What are you going to do differently next time?

Positive behaviour management

Reminder of school rules and expected behaviours, apology, circle time, social stories, behaviour chart,positive restoration through litter picking or fixing wrong-doing, non-verbal cues/ flashcards and possiblyreferral to ELSA social group/ empowerment group,

Restorative approach

- What happened?
- What were you thinking, feeling (then and now)?
- Who has been affected by this and how?
- What needs to happen to put things right?

What are you going to do differently next time?

APPENDIX 7: 7.11 Confiscation and searching

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.11.1 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.

7.11.2 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 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, 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

7.11.3 Searching pupils' possessions

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

- Desks/drawers
- 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.

7.11.4 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.

7.11.5 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

7.11.6 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.

7.11.7 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.

7.11.8 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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.

7.11.9 Who will be present

For any strip search, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

7.11.10 Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

APPENDIX 8

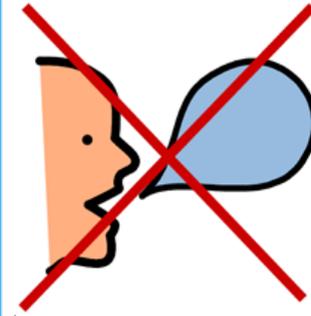## KS1 Lanyard Prompt Cards

5 Fabulous Things	ears listening	Sit beautifully	Silent voice
eyes looking	happy	sad	

Our School Rules

- We will treat others and property with respect in all we say and do
- We will not disrupt the learning

Inspiring Learning, Nurturing Wholeness

Trust – Respect – Perseverance – Hope – Compassion – Wisdom