BROCKSWOOD PRIMARY
& NURSERY SCHOOL
LEARNING TOGETHER - ACHIEVING TOGETHER

Behaviour Policy

including statement of behaviour principles

Date: September 2026

Review Date: September 2027

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children 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 children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools 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 2023
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting children with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people March 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 children
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate children' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate children' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Introduction & Approach

3.1 Introduction

Every member of the school community has the right to be treated fairly; everyone has the responsibility to promote the positive values of the school. At Brockswood Primary School, each individual has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by appropriate educational and protective consequences within a secure and positive environment.

3.2 Governor Behaviour Principles

The Governors at Brockswood School have the highest expectations of behaviour. These expectations are shared by all members of the school community and we are all extremely proud of our school. They are underpinned by three key principles:

1. All members of the Brockswood family have the right to be safe and feel safe at all times.
2. We welcome the ideas of everybody. We understand, listen to and show respect for different points of view.
3. We believe in actively teaching our children to learn self-discipline and accountability for their own behaviour, following our school's values and the Rule of Law.

3.3 Aims

- To promote and create a safe, therapeutic environment where we teach our children to regulate their behaviour in a positive way;
- To create a calm and ordered learning environment;
- To encourage consideration for others in the community by promoting respect, relationships and responsibility;
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that child's behaviour;
- To promote integrity and strength of character;
- To build a partnership with parents/carers so that they are able to support the school in promoting our values

See PSHE Relationship Sex Education Policy for further information.

3.4 Our Values

Our core values are: **Responsibility, Respect and Relationship**.

- To take **responsibility** for one's own actions and the effect these have on others.
- To show **respect** for oneself, for others and for the school environment.
- To develop positive **relationships** within school and the wider community.

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4. Definitions

4.1 Types of Behaviour:

PRO-SOCIAL BEHAVIOUR:	UNSOCIAL BEHAVIOUR:	ANTI-SOCIAL BEHAVIOUR:
A social **behaviour** that benefits other people or society as a whole such as helping, sharing, donating, co-operating, and volunteering; **pro-social behaviour** is characterized by a concern for the rights, feelings and welfare of other people.	Actions that are not sociable in the company of others, but not to the detriment of others,	Actions that harm or lack consideration for the well-being of others; acting in a manner that has caused or is likely to cause harassment, alarm or distress to one or more persons; actions that violate the rights of another person.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
- Bullying
- Abuse in intimate personal relationships between children
- Physical abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals
- Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes

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- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Behaviour Online (E-safety):

E-safety is an important part of keeping children safe.

- As part of the curriculum, children are regularly taught about E-safety and strategies to keep safe. Children are taught to tell an adult in school if they are concerned
- Information, resources and e-safety newsletters are made available to parents on our website (Our school > Parents > E-safety Guidance).
- We also hold E-safety workshops raise parents' awareness of cyber-bullying and E-safety.

For more information , refer to our Online Safety Policy, which is available on our website (Our school > Parents > E-safety Guidance > Guidance or Our School > Policies > Child Protection).

6. Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

Bullying is, therefore:

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

We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How to spot when a child might be being bullied
- The steps we take to prevent bullying
- Where to report bullying
- How we respond to bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy (available via the School office).

7. Roles and responsibilities

7.1 The governing board

The governing board 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
- Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks
- Ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI

7.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- 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 children 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 children both sanctions and support when necessary
- Ensuring that the data from the behaviour logs is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 15.1)

7.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for children
- 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 children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions (for more details on this, refer to the Physical Interventions Policy (which can be obtained via the school office).
- Recording behaviour incidents promptly (behaviour is logged on CPOMs or the behaviour tracking logs on the server: \StaffOnly\Behaviour\Behaviour YYYY/YY)

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- Challenging children to meet the school's expectations

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

7.4 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
- Celebrate their child's successes
- 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.

7.5 Children

Children will be made aware of their responsibilities during their induction into the behaviour culture. There will be regular opportunities to revisit this learning through lessons in the classroom and whole-school assemblies.

Children are responsible for:

- Showing respect to their peers, the adults that work with them as well as visitors and parents
- Follow the school rules & our core values:
  - To take responsibility for one's own actions and the effect these have on others.
  - To show respect for oneself, for others and for the school environment.
  - To develop positive relationships within school and the wider community.
- In class, make it possible for all children to learn
- Make efforts to form positive relationships with their peers and people who they come across
- Tell a teacher if they are unhappy or feel upset by another child's behaviour
- Tell a teacher if they are being bullied or if they see anyone being bullied at our school
- If questioned, be honest about their behaviour
- Understand that all behaviour has consequences

Children are supported to develop an understanding of the school's behaviour policy and wider culture.

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

Staff and the pastoral team are available to children to help them meet the behaviour standards and support them through any difficulties they may be experiencing.

Children 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.

8. School behaviour curriculum

At Brockswood Primary and Nursery School we develop children's character through our behaviour curriculum. Please refer to the Behaviour Curriculum document for details (available on our website).

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

8.1 Mobile phones

The DfE's statutory mobile phones guidance includes in the term 'mobile phones' all devices with communications and smart technology.

Our approach to the use of mobile phones is laid out in our Mobile Phone Policy (which can be obtained via the school office). A brief summary of the which is:

- Staff are prohibited from using pupils are present/during non-contact time unless in designated areas or when authorised to do so by the headteacher.
- Pupils are prohibited from having mobile phones on them during the school day. Only Year 5 and 6 Children are allowed to bring mobile phones into school with them. They are to hand them into their teacher at the start of the day. They can collect them at the end of the day. The teacher will store them in a secure location during the day.
- Parents/Carers, volunteers & visitors are:
  - Not taking pictures or recordings of pupils
  - Using any photographs or recordings for personal use only, and not posting on social media without consent
  - Not using phones in lessons, when working with pupils or while children are present
  - Whilst on school trips, not to use their phone to make contact with other parents/carers or take photos or recordings of pupils, their work, or anything else that could identify a pupil

9. Responding to behaviour

At Brockswood, we teach children that all behaviour has consequences, which will be relevant to the specific behaviour displayed: pro-social, un-social or anti-social behaviour.

9.1 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 children to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with children, which may include:
  - Greeting children in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

9.2 Safeguarding

The school recognises that"

- Changes in behaviour may be an indicator that a pupil is in need of help or protection.
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

Where this may be the case, we will follow our Child Protection Policy, and consider whether pastoral support, universal services, community-based early help, targeted early help or a referral to children's social care is appropriate.

Please refer to our Child Protection Policy for more information, which can be found on our website.

9.3 Responding to good behaviour

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

Positive reinforcements 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:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Tokens that tally towards their house's points.

9.4 Responding to misbehaviour

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. See our Physical Interventions Policy for more detail on prevention and de-escalation strategies (which can be obtained via the school office).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

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

Behaviour consequences

We teach children that all behaviour has consequences, which will be relevant to the specific behaviour displayed.

PRO-SOCIAL BEHAVIOUR:	UNSOCIAL BEHAVIOUR:	ANTI-SOCIAL BEHAVIOUR:	
A social **behaviour** that benefits other people or society as a whole such as helping, sharing, donating, co-operating, and volunteering; **pro-social behaviour** is characterized by a concern for the rights, feelings and welfare of other people.	Actions that are not sociable in the company of others, but not to the detriment of others,	Actions that harm or lack consideration for the well-being of others; acting in a manner that has caused or is likely to cause harassment, alarm or distress to one or more persons; actions that violate the rights of another person.	
CONSEQUENCES:	EDUCATIONAL CONSEQUENCES:	PROTECTIVE CONSEQUENCES:	EDUCATIONAL CONSEQUENCES:
Behaviour which fosters our values will be acknowledged by all staff with positive consequences. Through these consequences, we aim to develop internal discipline, which leads to self-regulation. Children learn to manage their own behaviour rather than rely on external controls.	The learning, rehearsing or teaching so a freedom can be returned.	The learning, rehearsing or teaching so a freedom can be returned.	The learning, rehearsing or teaching so the freedom can be returned.

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil to another class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom for a specified amount of time
- Suspension or Permanent exclusion, in the most serious of circumstances (Refer to our Suspension and Permanent Exclusion Policy for more details, can be obtained via the school office).

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENCO, DSL and inclusion lead to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

9.5 Physical interventions, including use of reasonable force

The school is committed to prioritising the safety, dignity and wellbeing of pupils and staff through positive relationships, preventative strategies and de-escalation.

Physical intervention, including the use of reasonable force or seclusion, must only be used when necessary, as a last resort to prevent harm, and must always be proportionate, appropriate to the circumstances and in accordance with staff training and individual pupil needs. Physical intervention must never be used as a punishment.

For full details of the school's approach, staff responsibilities and procedures, please refer to the Physical Intervention Policy, which can be obtained via the school office.

9.6 Searching, screening and confiscation

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

Confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on Searching, Screening and Confiscation in Schools.

Any prohibited items (listed in section 3) found in a child'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 children after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

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

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

An authorised member of staff of a different sex to the pupil can carry out a search and/or 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

Commented [TW1]: Searching & Confiscating is referred to in the Online Safety policy, so needs to be addressed in this policy.

Commented [GD2R1]: Do we need to include strip searching??

Commented [GD3R1]:

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed (in which case the member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed).

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 will consider why this is. Reasons might include that they:

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve
- Have had a previous distressing experience of being searched

If a pupil continues to refuse to co-operate, 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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

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

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined 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.

A strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the pupil might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, 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 whether 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.

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Who will be present

Police officers carrying out the search must be of the same sex as the pupil being searched.

For any strip search that involves exposure of intimate body parts, 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.

If the pupil's parent/carer would like to be the appropriate adult, the school will facilitate this where possible.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

An appropriate adult not of the same sex as the pupil may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil is permitted to be present, and the search will not be carried out in a location where the pupil could be seen by anyone else.

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

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 whether, 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.

If a pupil is found to be in possession of a prohibited item the staff member will alert the designated safeguarding lead (or deputy) and the pupil will be sanctioned in line with this policy to ensure consistency of approach.

9.7 Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our Child Protection Policy. This policy contains further information on how we prevent and manage incidents of child-on-child abuse.

9.8 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).

9.9 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
- This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes.

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

9.10 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 only by gathering enough information to establish the facts of the case.

When establishing the facts, initial investigations will be fully documented and 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.

9.11 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 in line with our child protection. Please refer to our Child Protection Policy for more information.

9.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been a deliberate act to deceive or cause harm to the person subject of the allegation, the school will consider whether to discipline the pupil in accordance with this policy.

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

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

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

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

10. Serious sanctions

10.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 9.5 above for more detail on seclusion and its use).

Children who have been removed will continue to receive education under the supervision of a member of staff. This education will be 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 children 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:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- Allow the pupil to regain calm in a safe space

Children who have been removed from the classroom are supervised by a member of SLT.

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

Children should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help 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 children who are frequently removed from class, such as:

- Meetings with pastoral support team
- Use of teaching assistants
- Behavioural support plan
- Multi-agency assessment
- Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

10.2 Suspension and permanent exclusion

The headteacher 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.

Please refer to our Suspension and Permanent Exclusion Policy for more information (which can be obtained via the school office).

11. Responding to misbehaviour from children with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that children' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort

through their actions. Pupils with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.

The school will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

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

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children 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, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well, to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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

At Brockswood Primary and Nursery School, we are committed to supporting the emotional health and wellbeing of our pupils, their families and our staff.

- We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We offer different levels of support:

- **Universal Support** – To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance, developing resilience for all.
- **Additional support** – For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement, divorce or separation.
- **Targeted support** – For pupils who need more differentiated support and resources or specific targeted interventions such as well-being groups, personal mentors, PACE or Theraplay or referrals to wider specialist support services.

How we approach this:

- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.
- Staff and the pastoral team are available to Children to help them meet the behaviour standards and support them through any difficulties they may be experiencing.

- Teachers receive ongoing training to support children with SEN and adjust teaching practises to ensure children are able to access the learning and enable them to reach their full potential. This also has the benefit of reducing disruption to the other class members. For more information, please refer to the Special Educational Need and Disabilities (SEND), Equality & Medical Conditions section on our website.
- The SEND Specialist Teacher, who has extensive training and experience in trauma informed practise, is at hand to assist teachers to make reasonable adjustments to support children with SEND
- When it is deemed in the best interests of the child, they may learn in Blossom. This is a low arousal learning space for pupils with SEN in need of a differentiated curriculum and individualised programmes to meet their complex needs. Children with Social – Emotional difficulties have access to Blossom at certain times of the day. It is a safe space where an emotionally available adult can provide the opportunity to access mostly Sensory – Based, Trauma Informed interventions, establishing safety through Self-Regulation and building positive relationships with key adults in school.

We have two School therapy accredited dogs, which children are also able to spend time with, read to or care for. Research has shown that dogs can provide significant benefits to children.

11.2 Adapting consequences for children with SEND

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

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

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

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

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

The school's special educational needs co-ordinator (SENCO) 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.

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

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

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

Refer to the Hertfordshire Local Offer for more details about EHCP reviews:

https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx

12. Supporting children following a behavioural consequences/sanctions

Following a behavioural consequence/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 may take the form of:

- Daily contact with the pastoral lead
- Time in Blossom/Ivy
- Soft starts, peer support groups etc.

- If necessary, an informal Behavioural Plan will be set up so that all staff will deliver a consistence approach to support.

13. Pupil transition

13.1 Inducting incoming children

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

13.2 Preparing outgoing children for transition

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

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

14. Training

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

- The proper use of restraint
- The needs of the children at the school
- How SEND and mental health needs can impact behaviour
- Trama informed practise

Behaviour management will also form part of continuing professional development.

A staff training log is kept in the School Office.

15. Monitoring arrangements

15.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the Headteacher.

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

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

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

15.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the full governing body.

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- Involvement of pupils in environment walks and interviews
- Parent/carer focus group feedback
- Statistical data of pupils or groups
- Classroom observation
- Breaktimes observations

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board annually.

16. Links with other policies

This policy is linked to the following policies, which can be accessed on our school website or obtained via the school office:

- Child Protection Policy, which includes Harmful Sexual Behaviour
- Online safety policy
- Behaviour Curriculum Document
- Anti-bullying Policy
- Racist Incident Policy
- Suspension and Permanent Exclusion Policy
- Physical Interventions Policy
- Mobile Phone Policy

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Appendix 1: Written statement of behaviour principles

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

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

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