



Behaviour Policy

ALLEN EDWARDS PRIMARY SCHOOL

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Our Vision and Aims of the Policy

At Allen Edwards we aim to create a positive, safe and secure environment where everyone is treated with dignity and respect so that all members of the school community can excel and enjoy school life to the full. We encourage pupils to be responsible for their own behaviour and treat each other and all members of staff with respect at all times. We aim to build positive relationships with children and their families. We all believe that everyone in school is important and should be valued. We expect each individual to respect one another, their families, culture and beliefs.

Our pupils are encouraged to become responsible citizens and to demonstrate a strong moral purpose through our values-led ethos. Honesty, respect, tolerance, kindness and trust, together with the United Nations Convention on the Rights of the Child (UNCRC), inform our planning, policies and vision as a Rights Respecting School.

Pupils are supported to take responsibility for their behaviour, learn from mistakes and develop the knowledge and self-regulation needed to make positive decisions throughout their lives.

The UNCRC articles which inform this policy are:

Article 2: Non-Discrimination – The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 12: Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 15: Freedom of Association – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop others from enjoying their rights.

Article 29: Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31: Leisure, play and culture – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Article 34: Sexual exploitation - Governments must protect children from all forms of sexual abuse and exploitation.

Legal Framework and Related Guidance

This policy has been prepared with regard to the Education and Inspections Act 2006, the Equality Act 2010, the Education Act 2011 and current Department for Education guidance. It should be read alongside:

- Behaviour in Schools: advice for headteachers and school staff (February 2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026)
- Searching, Screening and Confiscation: advice for schools (July 2022)
- Mobile Phones in Schools: statutory guidance (to be followed from 1 September 2026)

- Keeping Children Safe in Education 2026 and Lambeth Safeguarding Children Partnership guidance
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The school will apply this policy consistently, fairly and proportionately, while meeting its duties relating to safeguarding, SEND, disability, equality and human rights.

Aims and Objectives

- Our behaviour policy across the whole school is rooted in ensuring the dignity of every child at all times and supporting them to better understand themselves so they can be successful as they move through school and beyond.
- To have a whole school approach to behaviour and its management, where all staff are united in their values and beliefs.
- To have a whole school behaviour policy that reflects the educational needs of our pupils and promotes equity for all.
- To create a culture in which sexism, racism, misogyny or misandry, homophobia, biphobia, sexual violence, sexual harassment, discriminatory and other harmful behaviour are never normalised or dismissed, while responding to incidents fairly, proportionately and with appropriate safeguarding support.
- To ensure that everyone who enters the school feels respected and valued during the time that they spend here.
- To have a real emphasis on the promotion of positive behaviour so that we create a safe and healthy environment where our children feel valued, respected and cared for.
- To establish a clear and consistent set of high expectations that everyone knows and understands as acceptable or unacceptable behaviour.
- To encourage parents to share the responsibility of the school as a positive and responsible community.
- To ensure that equality, reasonable adjustments and individual needs are considered when expectations, support and consequences are applied.
- To develop pupils' respect for classrooms, resources, shared spaces and the wider environment as an expression of care for learning and the school community.

Roles and Responsibilities

The Governing Body

The governing body will monitor the effectiveness of this policy, hold leaders to account for its implementation and ensure that the policy complies with the school's legal duties.

The Headteacher

The headteacher is responsible for establishing and maintaining the school's behaviour culture, ensuring staff are trained and supported, monitoring patterns in behaviour and sanctions, and reporting to governors. Only the headteacher, or a person formally acting as headteacher, may suspend or permanently exclude a pupil.

Staff

All staff will model the school's values, explicitly teach expected behaviour, apply this policy consistently, record and report concerns, make reasonable adjustments and seek support when behaviour may indicate an unmet educational, pastoral or safeguarding need.

Pupils

Pupils will be taught the school's expectations and supported to reflect, repair harm and contribute their views when decisions affect them.

Parents and Carers

Parents and carers are expected to work in partnership with the school, reinforce expectations and share information that may help the school understand and support their child.

What We Expect of Staff, Parents and Pupils

We want our school to be a place where:

- We value and respect each other.
- We care for others.
- We are honest and can be trusted.
- We are polite and considerate.
- There is a calm working environment in which thought and effort are put into work.
- Everyone is treated with dignity and respect.

School will then be a place where we can:

- Learn to work together.
- Enjoy achievements.
- Find new friends.
- Feel safe and share ideas and problems.

To promote outstanding behaviour, adults will:

- Match work to pupils' abilities.
- Treat people and property with respect.
- Think carefully about what they say and how it makes other people feel.
- Celebrate positive learning and attitudes with Dojos and House Points.
- Respond to negative behaviour in a fair manner.

To promote outstanding behaviour, children will:

- Follow our 'Behaviour for Learning' guidelines, which include the school drivers and values.
- Work **collaboratively** with adults and pupils.
- **Communicate** their ideas, knowledge and feelings confidently.
- Be **resourceful**, using ideas, equipment and actions to support and enhance their learning.
- Working with, and for, all members of the school **community**.
- Striving to work to the best of their ability to recognise and achieve **possibilities**.
- Be rewarded for positive 'Behaviour for Learning' through the giving of Class Dojo points.

Respecting Our Environment

Respect for the school environment is an important part of positive behaviour at Allen Edwards. The way we care for classrooms, shared spaces, resources and the wider school site communicates respect for ourselves, other people and our community.

A calm, orderly and well-cared-for environment supports positive behaviour because it:

- helps pupils feel safe, settled and ready to learn
- creates clear and predictable expectations
- reduces unnecessary distraction, sensory overload and frustration
- enables pupils to find and use resources independently
- supports smooth movement and transitions

- reduces opportunities for conflict
- promotes pride, belonging and shared responsibility
- shows that learning, property and the contributions of other people are valued

All members of the school community are expected to:

- treat school property, displays, books, equipment and personal belongings with care
- use classrooms, corridors, toilets, playgrounds and shared spaces appropriately;
- help keep spaces clean, tidy and safe
- return resources to the correct place
- move safely and calmly around the school
- use an appropriate volume for the space and activity
- dispose of rubbish responsibly
- report damage, hazards or concerns to an adult
- take appropriate action to repair environmental harm they have caused

Staff will model these expectations and maintain classrooms and shared areas that are organised, welcoming, inclusive and accessible. Environmental expectations will take account of pupils' age, SEND, disability, sensory needs and reasonable adjustments. A pupil will be supported to understand and meet an expectation before a consequence is considered.

Where a pupil deliberately damages property, misuses resources or leaves an area unsafe, the response will follow the Reflect, Restore and Repair sequence. Meaningful repair may include helping to restore the area, putting resources back in order, contributing to the replacement or repair process in an age-appropriate way, or agreeing how the pupil will demonstrate greater care in future.

Any action must be safe, supervised, proportionate and directly connected to the harm caused. It must not be humiliating or used as an unrelated punishment.

Caring for the environment teaches pupils that their behaviour has an impact beyond themselves. It strengthens responsibility, consideration for others and pride in belonging to the Allen Edwards community.

How Positive Behaviour Is Encouraged

We aim to create a culture of respect with every member of our school community. We believe that good behaviour is promoted through the organisation of the classroom and school, so that everyone understands what is expected of them. When problems arise, they are dealt with in a consistent and fair manner, whilst respecting different needs and backgrounds.

Whole School Rewards System

Reward systems are a consistent and continuous process across school by all members of staff who work with our children. Our endeavour is that the most important reward that our children can receive is intrinsic: that our children will be challenged by our rich and inclusive curriculum so that they can strive to be the best they can be. We support this with our extrinsic reward system to build all of our children's self-esteem and create a positive climate for learning.

Certificates and Trophies:

- Class Star of the Week certificate for achieving an aspect of the school drivers (Collaboration, Community, Communication, Resourcefulness and Possibilities) or the school values (respect, honesty, kindness, trust and respect). Parents are invited to this assembly to see their child receive their certificate.
- Class Attendance Certificate – a class from each of KS1 and KS2 who have the highest percentage attendance over the week.
- Attendance and improvement may be recognised in ways that take account of individual circumstances, disability, medical needs and other unavoidable absence. Pupils will not be disadvantaged for absence connected with a protected characteristic or an agreed reasonable adjustment.
- Headteacher Awards given for showing an extremely high level of motivation and positive attitude towards learning and the school community. This will include homework and achievements outside of school.
- PE certificates are awarded each week for positive attitudes, effort and achievement in PE lessons.
- Times-table and number-bond stickers.

House Points:

Allen Edwards has a system of house points for all pupils. Every child is placed in a house (siblings are placed together).

The house system is there to promote collaboration and support amongst peers and continue to promote community.

There are 4 houses: Red, Blue, Green and Yellow. Children are given Dojos for showing adults and their peers kindness, collaboration, communication, community, honesty and resourcefulness. For every 10 Dojos, the children will receive one house point. Each week these points will be counted and a winning team will be announced in assembly. Then each term, the team that has earned the most house points will take part in a celebration afternoon. Each house will have a house captain from year 6 and a vice captain from year 5 that will have responsibility for their houses.

Parents can follow their child on Class Dojo to see their achievements.

Strategies for Promoting Positive Behaviour at Allen Edwards:

- We are a Rights Respecting School so our children learn about their rights and how to promote and protect them.
- We explicitly teach positive behaviour through the school's Green (positive) and Red (dysregulated or unsafe) Choices, supported by accessible visual representations.
- Ensuring that as a school we celebrate diversity and support our children to learn about each other to foster an environment of respect.
- A trauma informed approach is used across school to support children to successfully access the classroom.
- Staff are supported to pause and consider the underlying reasons behind behaviour. We actively promote a culture of curiosity, where adults "stop and think about the why" rather than reacting to the behaviour itself. While there may not always be an obvious or immediate trigger, behaviour is never without reason. It may represent an accumulation of factors such as sensory overload, anxiety, changes in routine, communication difficulties, social misunderstandings, fatigue, hunger, illness or emotional distress.

- Staff receive training and resources to help pupils with additional needs regulate, communicate and access learning.
- Early, targeted support is offered where a pupil is at risk of repeated dysregulation or harmful behaviour. Staff will consider unmet need, communication, SEND, mental health, trauma, contextual factors and safeguarding concerns.
- Staff use specific praise and encouragement so that positive behaviour is consistently recognised and reinforced.
- Dojos, stickers and stamps to promote positive behaviour.
- An organised learning environment where everything is clearly labelled and there are great resources for every lesson which will enable our children to be independent and responsible learners.
- Visual displays of certificates, house point winners and fantastic learning in all classrooms to promote the positives of all children.
- Special jobs or responsibilities.
- Use of Class Dojo – Dojo points will be awarded throughout the day for specific behaviours related to the school's drivers and values.
- Sharing our learning with children across school, other teachers, members of SLT and parents and carers.

Consequences at Allen Edwards

Consequences for unsafe, harmful or disruptive behaviour are intended to be clear, consistent, educational and proportionate. Each classroom displays the whole-school Green and Red Choices framework. Staff use professional judgement and knowledge of the individual pupil, including any reasonable adjustments, support plans and safeguarding information.

The steps below provide a consistent framework. They are not an automatic tariff: staff may adapt, accelerate or pause the sequence according to risk, severity, age, SEND, disability, communication and the pupil's individual circumstances.

Reflect, Restore and Repair

Our response to incidents follows the sequence:

Reflect → Restore → Repair

This sequence applies at every stage of the Behaviour Policy. The time, support and form of each stage will be adapted to the pupil's age, communication, development, SEND, emotional regulation and the nature of the incident.

Reflect

The first stage is to help the pupil become calm enough to think about what has happened. Reflection is not an interrogation or a requirement to complete a written form immediately. A pupil may need time, regulation support, visuals, drawing, discussion or an adult scribe.

Reflection helps the pupil to:

- describe what happened
- recognise their feelings and behaviour
- understand how other people may have been affected
- identify triggers, unmet needs or difficulties
- consider what they could do differently

- develop self-awareness and self-regulation

Restore

The second stage is to restore safety, emotional regulation and readiness to learn. Staff will consider what each person affected by the incident needs before any restorative contact takes place.

Restoration may involve:

- checking that everyone feels safe
- listening to the views and wishes of those affected
- restating boundaries and expectations
- providing reassurance or additional support
- helping the pupil return successfully to learning
- agreeing strategies to prevent a recurrence
- holding a supported restorative conversation, where it is safe and appropriate

A pupil will not be required to meet directly with another pupil or offer an immediate apology where this would be unsafe, distressing or inappropriate. Restoration must not place responsibility on the person who has been harmed to resolve the incident.

Repair

The final stage is to identify how the harm can be repaired. Repair is important because an incident should not be treated as finished simply because a consequence has been completed. Pupils need to understand how their actions affected other people, learning, property or the school environment and how they can make a positive contribution afterwards.

Repair may include:

- a sincere verbal or written apology, when appropriate
- restoring, replacing or helping to care for damaged property
- completing missed learning
- correcting harmful or inaccurate language
- taking part in an educational or pastoral intervention
- agreeing a practical action to rebuild trust
- demonstrating the expected behaviour over time
- contributing positively to the class or school community
- spending time together to rebuild a relationship so everyone can move forwards

Repair helps pupils take responsibility without being permanently defined by their behaviour. It supports accountability, rebuilds trust and allows pupils and adults to move forward without unresolved harm continuing to affect relationships.

The appropriate form of repair will be decided with the pupil and those affected. It will always be safe, proportionate and connected to the incident. A forced apology or unrelated task does not, by itself, constitute meaningful repair.

Why we use this sequence

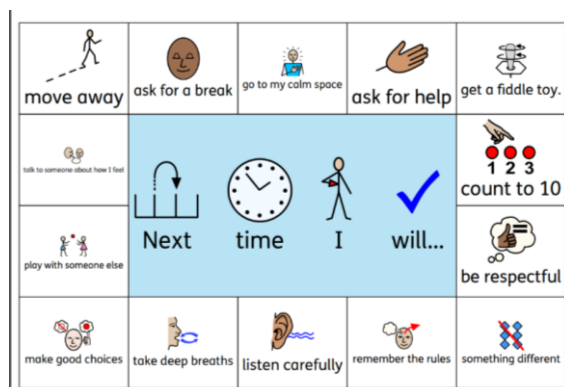
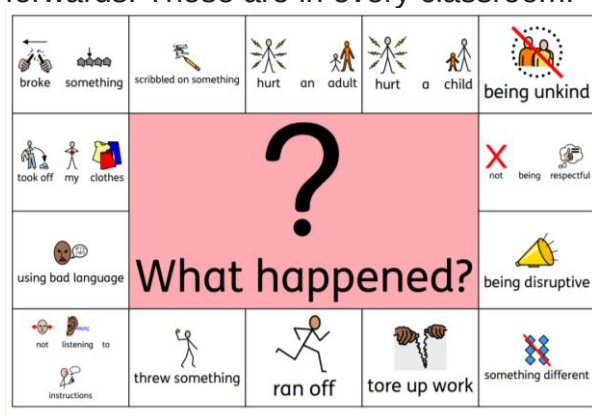
Reflect, Restore and Repair:

- teaches pupils how to understand and regulate their behaviour
- ensures that the impact on other people is recognised
- gives affected pupils an opportunity to be heard and supported
- develops empathy, responsibility and problem-solving
- reduces the likelihood of behaviour being repeated
- prevents consequences from becoming purely punitive
- supports successful reintegration into learning
- protects relationships and helps rebuild trust
- provides a consistent approach across the school

Safeguarding action will always take priority. Where an incident involves child-on-child abuse, harmful sexual behaviour, significant violence, discrimination or another safeguarding concern, staff must refer to the DSL and follow the Child Protection and Safeguarding Policy. A restorative approach must never replace safeguarding action or require an affected pupil to have contact with another pupil.

For EYFS, Year 1 and our children with special educational needs (where appropriate):

- If children make repeated red choices or a serious red choice, they are given time to reflect with regulation resources.
- Adults then support children to reflect using the booklet. Staff take children through a series of steps which encourage children to reflect on their behaviour and feelings in order to develop children's self-awareness and model self-regulation strategies.
- Adults model alternative actions and support pupils to repair harm safely. Restorative work may include reflection, a supported conversation or another appropriate action; direct contact between pupils will not be required where it would be unsafe or inappropriate.
- Adults model reflection across the whole school with our reflection booklet, which helps children to recognise what happened, how everyone felt and how we can move forwards. These are in every classroom.



From Years 2–6:

- Reminder and redirection: staff identify the behaviour affecting learning, restate the expected Green Choice and give the pupil an opportunity and support to regulate and respond.
- **Yellow reflection:** if the behaviour continues, the pupil may complete a supported yellow reflection in the classroom for up to 10 minutes (Appendix 2).

- **Amber reflection:** if the behaviour continues after the pupil has returned to learning, the pupil may work in the partner class and complete an amber reflection for up to 10 minutes (Appendix 3).
- **Red reflection:** where behaviour continues after earlier support, or where an incident is serious, the pupil will be supported by a member of SLT and complete an accessible red reflection (Appendix 4). Child-on-child abuse or another safeguarding concern must be referred to the DSL immediately and must not be investigated by pupils completing reflections.

We use a system of reflections so all children are able to communicate their views on an incident and use this time to calm down after an incident. If a child is unable to write their reflection, they may be asked to draw or given a scribe.

*See Appendix 6 for examples of behaviour and possible responses at each stage.

All orange and red reflections and serious incidents must be recorded on CPOMS. The class teacher and/or SLT will inform parents or carers, unless doing so would create a safeguarding risk or conflict with advice from the DSL or another agency.

- Children can, in extreme circumstances, advance straight to a Red Reflection. At this point, a member of SLT must be involved (extreme behaviour includes fighting, swearing, serious defiance or disrespect to adults). There will be a meeting with a parent to discuss this behaviour.
- When a child has more than 3 Red Reflections in a half term then a meeting will be arranged with a parent or carer with a member of SLT and the class teacher to discuss their child's behaviour and how we can provide more support to that child.
- If behaviour continues, a report card or further adaptations will be put in place to prevent further escalation and ensure a positive outcome. For a child on a report card (mainstream only), targets will be created at a meeting with a member of senior leadership (SLT), the class teacher, parents and the child and will be monitored every day by SLT. Consequence steps will be agreed in a report card meeting with parents, carers and SLT.
- Possible consequences for red choices in school could be:
 - Supported reflection and restorative work, where safe and appropriate.
 - A proportionate action directly connected to repairing harm, such as helping to restore damaged school property, where appropriate and agreed.
 - Time out at break times and lunch times to complete learning or reflect on red choices. Timings are at the discretion of the teacher. The children will be given a comfort break to go to the toilet and have water.
 - Temporary withdrawal of a relevant privilege, such as pitch time, where proportionate and explained to the pupil.
 - Time out from class.
 - Internal suspension.
 - Suspension, where the statutory test is met and the headteacher considers it necessary.
 - Alternative provision, off-site direction or a managed move, where lawful, suitable and in the pupil's best interests.
 - Permanent exclusion, where the statutory test is met.
 - Suspension and permanent exclusion are not automatic consequences. Any decision will be made by the headteacher in accordance with statutory guidance and the individual circumstances.

Following an incident, staff will use the Reflect, Restore and Repair sequence described above. The depth and form of this work will depend on the incident and the needs and safety of those involved.

Reasons for Suspension or Exclusion

Internal Suspension

Internal Suspension is Allen Edwards' named consequence below an external statutory suspension. It is used when a serious incident requires a pupil to be removed from their usual class or peer group while remaining safely supervised and educated on the school site. It is not a formal exclusion or a suspension within the statutory exclusion framework.

During an Internal Suspension, the pupil will receive meaningful education, appropriate regulation and pastoral support, and an opportunity to reflect and reintegrate successfully. Parents or carers will be informed on the same day. The reason, duration, support and outcome will be recorded and reviewed by SLT. Internal Suspension will not be used for prolonged periods without a reviewed plan to address underlying needs.

Suspension

Only the headteacher, or a person formally acting as headteacher, may suspend a pupil. A suspension may be imposed where there has been a serious breach or persistent breaches of the behaviour policy and the headteacher considers suspension lawful, reasonable, fair and proportionate.

The decision will take account of the evidence, the pupil's views, relevant safeguarding information, SEND and disability, reasonable adjustments, contributing factors and the school's wider duties. Parents or carers and the local authority will be notified as required by statutory guidance, and suitable work and education arrangements will be made.

A reintegration meeting will be offered following suspension. A pupil's return to school will not be made conditional on a parent or carer attending the meeting.

Permanent Exclusion

Only the headteacher, or a person formally acting as headteacher, may permanently exclude a pupil. Permanent exclusion may be considered in response to a serious breach or persistent breaches of the behaviour policy where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion is a last resort, except where an exceptionally serious one-off incident meets the statutory test. There is no requirement for a pupil to have received a set number of previous suspensions. The headteacher will follow the current statutory guidance on notification, governing-body consideration, education, pupil movement and review rights.

The school will not use informal or unofficial exclusions. A pupil will not be sent home to 'cool off'. Any suspension or permanent exclusion will be formally recorded and notified.

Safeguarding and Additional Needs

Behaviour may be an indicator of abuse, exploitation, mental ill health, trauma, communication difficulty or unmet SEND. Staff must share safeguarding concerns with the DSL and must not allow a behaviour response to delay protection or referral.

Before significant sanctions are imposed, leaders will consider whether reasonable adjustments, additional assessment, pastoral support, Early Help, SEND support or multi-agency involvement are required. The safety and welfare of all pupils will remain paramount.

Child-on-Child Abuse and Harmful Sexual Behaviour

All child-on-child abuse, sexual violence, sexual harassment, prejudice-based abuse and harmful sexual behaviour will be taken seriously and referred immediately to the DSL. Staff will follow the Child Protection and Safeguarding Policy and Lambeth's harmful sexual behaviour guidance.

The school will complete proportionate risk assessment and safety planning, consider the wishes of affected pupils, provide support to all children involved and seek advice from children's social care or the police where appropriate. A disciplinary response may run alongside the safeguarding response, but it will be decided case by case and will never replace safeguarding action.

Investigation

Incidents will be investigated promptly and fairly by an appropriate member of staff. Pupils will be given an opportunity to explain what happened using an accessible method. Staff will preserve evidence, avoid leading questions and refer safeguarding matters to the DSL. Where police or children's social care are involved, the school will agree what internal enquiries can safely proceed.

- Serious breach of the school's rules or policies.
- Risk of harm to the education or welfare of the child or others in the school.

Once other strategies/ consequences have been used or in the event of more serious incidents (see below), the school may be left with no alternative but to suspend or exclude a pupil. Exclusions may take the form of internal or external exclusion.

Playground Behaviour

To provide continuity from the classroom for the children, we continue to use a yellow, amber and red reflection system in the playground.

The playground is set up into zones where there are different activities taking place.

There are activity rules in the playground to support children's understanding of how to play effectively. All adults promote oracy within the playground to help children communicate with each other when they are unhappy with something that has happened. There are Play Leads in the playground, who will be nominated by their class teachers, to support with activities in the playground.

If our playground rules are not being followed by a child, then sanctions will be given in the playground. Children are treated with dignity at Allen Edwards at all times.

Step One: Children will be asked if they have made a red or a green choice. This will act as a warning and reminder to the child of the appropriate choices.

Step Two: If the behaviour continues, the child will be asked to leave the activity and play at another activity.

Step Three: If behaviour continues, children a member of SLT will be called for to remove the child from the playground where they will complete a red reflection.

Serious, unsafe or safeguarding-related behaviour in the playground will be referred directly to SLT and, where appropriate, the DSL.

*Appendix 6 provides examples of behaviour and possible responses.

Behaviour Outside School, Including Online

The school may respond to behaviour outside school, including online, where the pupil is taking part in a school activity, travelling to or from school, wearing school uniform, identifiable as an Allen Edwards pupil, or where the behaviour could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public, or adversely affect the school's reputation.

Online incidents, including harassment, threats, discriminatory abuse or the sharing of harmful or inappropriate material, will be considered under this policy and the Child Protection and Safeguarding Policy. The school will consider whether the incident requires safeguarding action, preservation of evidence, parental involvement or referral to another agency.

Unfounded or Malicious Allegations

All allegations against staff will be handled under the Child Protection and Safeguarding Policy and statutory guidance. No disciplinary action will be taken against a pupil merely because an allegation is unsubstantiated, unfounded or withdrawn. Where an allegation is demonstrably and deliberately malicious, the headteacher may consider a proportionate behaviour response after consultation with the DSL and, where relevant, the local authority designated officer (LADO). The pupil's welfare and any underlying safeguarding or support needs will also be considered.

Reasonable Force (Positive Handling)

Trained staff, where possible, may use reasonable force only when it is necessary and proportionate to prevent a pupil from committing an offence, injuring themselves or others or damaging property. Force will never be used as a punishment.

Staff will follow the Positive Physical Handling Policy. Any significant incident will be recorded, parents or carers will normally be informed and the school will consider safeguarding, medical, SEND and reasonable-adjustment needs.

Searching, Screening and Confiscation

Searching will be carried out in accordance with current Department for Education guidance. Only the headteacher or a member of staff authorised by the headteacher may conduct a search. The DSL will be informed where a search reveals a safeguarding concern, and staff will consider the pupil's age, communication, SEND, disability, trauma and other vulnerabilities.

Prohibited Items

Authorised staff may search without consent where there are reasonable grounds to suspect that a pupil possesses a statutory prohibited item:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, fireworks or pornographic images
- an article reasonably suspected to have been, or likely to be, used to commit an offence, cause personal injury or damage property
- any item banned by the school rules that this policy identifies as searchable

School-Banned Items

The following are not permitted in school unless expressly authorised: gaming equipment; jewellery outside the uniform code; football or trading cards; sweets and chewing gum; mobile phones or smart technology that have not been handed in; and any item likely to disrupt learning or compromise safety. Where these items are identified in this policy as searchable, an authorised member of staff may search for them in accordance with the statutory guidance.

How Searches Will Be Conducted

Before a search, the authorised member of staff will assess the circumstances, explain the reason for the search and seek the pupil's cooperation. Searches will normally be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff, subject only to the limited urgent exception in statutory guidance. Searches will take place out of public view and will respect dignity and privacy.

School staff will not conduct strip searches. A strip search can be carried out only by the police. The DSL and an appropriate adult will be involved in accordance with statutory guidance, and the school will consider whether the risk is sufficient to justify police involvement.

Searches, outcomes and confiscated items will be recorded where required. Parents or carers will be informed as required by statutory guidance, unless this would create an immediate safeguarding risk and advice has been sought.

Confiscated Items and Electronic Devices

Confiscated items will be retained, returned, disposed of or passed to the police in accordance with the law and Department for Education guidance. Staff will not search a pupil's electronic device merely because it has been handed in or confiscated for routine breach of the mobile-phone rule.

Where an electronic device has been lawfully seized during a search and there is good reason to examine data or files, an authorised member of staff may do so in accordance with statutory guidance. Material suspected to be evidence of an offence will not be deleted and will be passed to the police. Staff must not intentionally view, copy, print or share nude or semi-nude images of a child; the DSL must be informed immediately and safeguarding guidance followed.

Mobile Phones and Smart Technology

From 1 September 2026, pupils must not use mobile phones or smart technology with similar functionality anywhere on the school site during the school day, including lessons, transitions, breaktimes and lunchtime. Pupils who bring a device to school must hand it to the school office before the start-of-day bell and collect it at the end of the day.

A device used or retained contrary to this rule may be confiscated and must normally be collected by a parent or carer. The school will make reasonable adjustments for disability and permit agreed use connected with a medical need, safeguarding plan or another exceptional circumstance.

Recording Incidents on CPOMS

- Record the incident under the main pupil involved and link every other pupil concerned. Select the relevant categories, including prejudice-related behaviour, child-on-child abuse, physical intervention or safeguarding, as applicable.
- Where the incident took place.

- Where applicable, the reason why force was needed to ensure the safety of the child, peers or staff.
- Record how the incident began and developed, what was observed and said, action taken to de-escalate, support offered, the pupil's views and the outcome. Use factual, neutral language and distinguish observation from professional judgement.
- The pupil's response and outcome of the situation.
- Details of any injuries suffered by the pupil, other pupils, a member of staff or property.
- SLT will review every prejudice-related incident, record its nature and impact, identify patterns and ensure proportionate education, support, safeguarding and behaviour action. The response will not depend solely on whether offence was intended.

Prejudice Level 1. Child did not understand the meaning of words/ actions

Prejudice level 2: understood the meaning but did not intend malice towards a child or group of children

Prejudice 3.: Child understood the meaning of words/ actions and they were intended to hurt or distress but the offending behaviour is unlikely to be repeated.

Prejudice level 4: Hurt or distress was intended and the pupil(s) responsible had previously been warned and had input explaining that their behaviour was unacceptable.

Prejudice level 5. Substantial hurt or distress was intended and caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.

Reporting Incidents to Parents and Carers

Staff will apply this policy consistently and proportionately, taking account of the evidence, context, impact, the pupil's views, individual needs and any reasonable adjustments.

- Where incidents are deemed, by the school, to be a serious behaviour incident (see the behaviour ladder from stage 4), parents will be informed.
- Lower-level incidents may also be shared where this will support the pupil or partnership with home. Information about other pupils will remain confidential, and contact with parents or carers may be delayed or adapted where the DSL identifies a safeguarding risk.

Parent and Carer Conduct

We expect our staff to be treated with respect by all parents and carers of the children.

We expect parents and carers to show respect and concern for everyone in our community by:

- Setting a good example in their own speech and behaviour towards all members of the school community
- Working together with teachers for the benefit of all children: this includes approaching the school to discuss and resolve any issues of concern in an appropriate manner
- Appropriately reprimanding their own children for inappropriate behaviour which could otherwise lead to conflict, aggression or upset
- Respecting the School environment and property.
- Parents do not have the right to discuss other pupils with staff or other parents
- Parents should not speak about other pupils in a way that could be considered derogatory
- Parents do not have the right to ask staff about the behaviour of other pupils or be part of any conflict resolutions between pupils, for example asking for other pupils to apologise to their own child. This is the role of staff

- Parents do not have the right to tell staff how to manage behaviour within the context of the school setting.

Our staff cannot tolerate parents, carers or visitors:

- Displaying disruptive, abusive or aggressive behaviour, including using loud and/or offensive language or displaying temper
- Approaching someone else's child in order to discuss, chastise them or physically punish them
- Wilfully damaging or destroying school property
- Sending emails, Dojos, making phone calls or posting social media messages that are disrespectful, abusive or threatening
- Smoking, consuming alcohol or misusing any substance on school property or accessing the School site whilst intoxicated.
- Inappropriate conduct on the school premises (including but not limited to the examples listed above) will be reported to the appropriate authorities. If there is any concern that inappropriate behaviour is compromising the safety or well-being of any child this will be reported to our Headteacher who may decide to seek advice and support from Early Help or Children's Social Care.

Possible Responses to Unacceptable Adult Conduct

We are proud that our school is open and welcoming to all who would like to support our children. We also expect our parents and other adults to help the school community in a variety of ways. However, our overriding priority is providing a safe learning environment for our children and a safe working environment for our staff.

The school expects its staff to behave professionally in these situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all staff have the right to work without fear of violence and abuse.

The Headteacher and Governors have the right to ban an offending adult from entering the school's grounds or contacting specific members of staff in order to safeguard our school community.

Each situation will be considered individually and leaders will seek to ensure that the visitor involved has the opportunity to present their side of events. A ban can be for a limited period of time and reviewed or it can be permanent. This is a decision taken at the Headteacher's discretion and is based on the details of an incident being drawn together to inform as fair a decision as possible. Wherever possible, a warning will be given to a parent/carer who might be demonstrating inappropriate behaviour. If a ban is issued this would typically be for a time limited period and then subject to review. However if aggression or intimidation continue, or where there have been serious acts of aggression, a parent, carer or other adult may be banned permanently by the Headteacher.

The following steps will be taken when a site ban has been decided upon:

- The adult will be warned, in writing, that they are banned from the premises, subject to review by a specified date. The suggested duration of a site ban is one half term.
- They will be advised that they have a right to appeal the ban by writing to the Chair of Governors within 10 school days setting out the reason(s) for appeal.
- Where an assault has led to a ban, a statement indicating that the matter has been reported to the police will be included.
- Where appropriate, arrangements for pupils being delivered to and collected from the School gate will be clarified.
- The Chair of Governors will be informed of the ban.
- The School will keep a log of relevant incidents as evidence.
- The ban will be reviewed at the end of the relevant period and may be extended if the school has grounds for continued concern regarding the relevant adult's conduct.
- The relevant adult will be informed of the outcome of the review and advised whether the site ban is to be lifted or extended. There will be a right of appeal against a decision to extend the site ban, which can be exercised by writing to the Chair of Governors within 15 school days setting out the reason(s) for appeal. It is an offence under section 547 of the Education Act 1996 for any person (including parents/carers) to cause a nuisance or disturbance on school premises. The police may be called to assist the school in removing a parent but local authorities and governing bodies may also authorise the removal of a person if they have reasonable cause to believe that the person is causing a nuisance or disturbance.

Related Policies

- Positive Physical Handling
- Exclusion Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Staff Code of Conduct
- Whistle-Blowing Policy
- Low-Level Staff Concerns Policy

Appendix 1 – Behaviour Support Chart

Name of child:

Class:

Date W/C:

Targets

1.

2.

3.

On report to: _____

	Session 1			Session 2			Break	Session 3			Session 4			Assembly			Lunch			Session 5			End of Day			On report to:
Mon																										
Tues																										
Weds																										
Thurs																										
Fri																										

Aim: % /135

Consequences:

- If gets 2 crosses in a session, he will get a time out in Year 3 for the rest of the session.
- If gets 2 time outs in one day, he will get an internal exclusion for the rest of the day. If this happens in the afternoon, he will get an internal exclusion for half of the next day.

If does not co-operate fully with an internal exclusion, he will have to repeat it the following day.

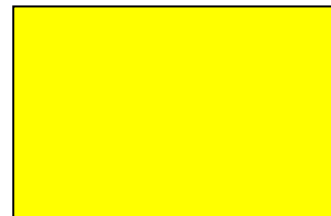
Appendix 2 – Yellow Reflection

Yellow Reflection

Name:

Class:

Date:



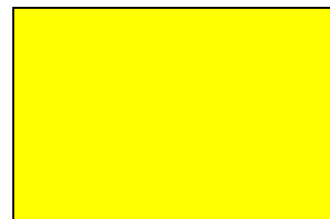
What happened?	
What red choices were made?	
What would you do differently next time?	
How could the harm be repaired safely?	

Yellow Reflection

Name:

Class:

Date:



What happened?
Draw a picture

Explain what happened
to an adult and they will
write brief notes here.

Appendix 3 – Amber Reflection

Amber Reflection

Name:

Class:

Date:



Why have you been asked to reflect in your partner class?	
What red choices have you made?	
What would you do differently next time?	
How could the harm be repaired safely?	

Amber Reflection

Name:

Class:

Date:



What happened? Draw a picture	
Explain what happened to an adult and they will write brief notes here.	

Appendix 4 – Red Reflection

Red Reflection

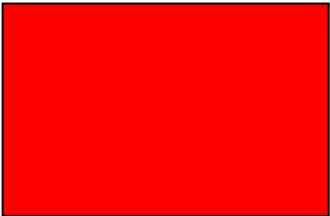
Name:

Class:

Date:



What has happened for you to be sent to a member of the Senior Leadership team?	
What red choices did you make?	
What will you do differently next time?	
How could the harm be repaired safely?	



Red Reflection

Name:
Class:
Date:

What happened? Draw a picture	
Explain what happened to an adult and they will write brief notes here.	

Appendix 5 – Additional Strategies for Supporting Positive Behaviour for Pupils with SEND

- Movement breaks
- Sensory circuit access
- Working away from the whole-class setting with an adult
- A job or task to distract or provide a break
- Fidgets
- Sensory room
- Individual timetables
- Calm voice and demeanour
- Time to process, explain
- Looking for patterns, triggers
- Use of rewards chart
- Use of first and next
- Use of visuals to support understanding
- An adapted classroom environment
- Regulation boxes
- Following individual support plans
- Following individual Positive Handling plans
- Zones of Regulation
- Brain stem calming activities
- Further adult support
- Mentoring
- Therapy

Appendix 6 – Guide to Behaviour and Possible Responses

Stage	Behaviour	Examples of possible responses, based on staff understanding of the individual pupil
1	Low-level disruption, for example: calling out; moving around the room; distracting noises; not following an instruction; or talking at an inappropriate time.	Teach and reinforce the expected behaviour; refer to Green and Red Choices; use a reminder or redirection; offer regulation support. Parents are not routinely contacted and a CPOMS record is not normally required unless there is a pattern or wider concern. Reflection, restoration and meaningful repair Where behaviour has affected the environment or property, identify an appropriate and proportionate opportunity to repair the harm.
2	Repeated low-level disruption or refusal that is beginning to affect learning, including refusal to work, deliberate disruption, minor damage or repeatedly provoking another pupil.	Use an appropriate classroom adjustment, regulation strategy or supported yellow reflection for up to 10 minutes. Parents may be informed. Record on CPOMS where there is a pattern, identified need or safeguarding concern. Reflection, restoration and meaningful repair Where behaviour has affected the environment or property, identify an appropriate and proportionate opportunity to repair the harm.
3	Persistent or more harmful behaviour affecting others, including deliberate throwing, damage, harmful name-calling, swearing, significant rudeness or defiance.	Use an amber reflection or supervised work in the partner class for up to 10 minutes; provide support and repair; inform parents or carers; record on CPOMS; consider further assessment or intervention. Reflection, restoration and meaningful repair Where behaviour has affected the environment or property, identify an appropriate and proportionate opportunity to repair the harm.
4	Serious behaviour, including intentional physical harm, fighting, dangerous throwing, verbal abuse, vandalism, bullying, sexual harassment or prejudice-related behaviour.	Refer to SLT and, where relevant, the DSL; secure safety; record on CPOMS; complete risk assessment and safeguarding action where required; inform parents or carers unless unsafe; support and repair; consider an Internal Suspension or statutory suspension only through the decision-making process in this policy. Reflection, restoration and meaningful repair
5	Behaviour presenting an immediate or very serious risk, including extreme violence, leaving the school site, serious assault or a very serious challenge to safety.	Seek immediate SLT and DSL support; follow the critical-incident or safeguarding procedure; record on CPOMS; inform parents or carers unless unsafe; consider police or children's social care advice; the headteacher may consider suspension or permanent exclusion where the statutory test is met. Reflection, restoration and meaningful repair
6	Child-on-child abuse or harmful sexual behaviour, including bullying, discriminatory abuse, physical abuse, sexual violence, sexual harassment or online abuse.	Refer immediately to the DSL; protect affected pupils; preserve evidence; complete risk assessment and safety planning; record on CPOMS; seek external-agency advice where appropriate; provide support to all children involved. Any disciplinary response will be decided separately and proportionately. Reflection, restoration and meaningful repair
7	A demonstrably and deliberately malicious allegation against a member of staff.	Follow the safeguarding allegations procedure first. After consultation with the DSL and, where relevant, the LADO, consider welfare, unmet need and a proportionate behaviour response. Do not sanction a pupil merely because an allegation is unsubstantiated, unfounded or withdrawn. Reflection, restoration and meaningful repair