ST DOMINIC SAVIO CATHOLIC PRIMARY SCHOOL

Name of Policy:	Behaviour Policy and Statement of Principles 2026 (v4)
Date Adopted:	8th October 2026
Responsible Person:	Headteacher
Approval:	FGB
Review Date:	Autumn 2027
Signed By:	Laura Hulland Headteacher
Signature:	
Date:	8th October 2026
Signed By:	Peter Bray Chair of Governing Body
Signature:	8th October 2026
Date:	

Behaviour and Principles Policy Changes

Version	Status	Change Detail	Author	Date
1	Complete	Online Safety Policy added as a link policy	Headteacher	08/09/23
2	Complete	10.0 List of positions of authority updated to include further opportunities now provided across the school e.g. Junior Chaplain, Eco Council etc.	Headteacher	05/08/2024
2		11.0 Misbehaviour. Refunds for trips/events not given. Teachers ask for children to be collected from trips and returned to school.		
2		25.0 links to updated guidelines refreshed		
3	Complete	Ofsted quote updated page 4	Headteacher	27/08/2025
		Page 7-8 misbehaviour categories updated in line with Wokingham guidelines		
		Page 12 – paragraph added on 'smart phones' to be phased out from September 2025		
		Page 13/14 ALP may be used instead of pastoral support plan for a child with additional needs.		
3	Complete	Smart watches are not allowed in school at all. Our uniform policy states only 'time telling watches'.	Simone Worringham	02/10/2025
		Page 21 added 'The school will always aim to balance the needs of the individual with the duty to safeguard all within the school community.'	Fiona Cottle	02/10/2025
4	Complete	Page 6 bullet 2 – 'We have our own specific emotional literacy scheme of work which is taught in PSHE.'	Headteacher	13/08/2026
		Page 6 expected behaviours. Respond immediately to all signals from the teacher including, the 'ready position', 'talk to your partner' and 'stop signal'.		
		Page 7 'Bring the correct equipment to school'.		
		Page 8 Definitions 'High standards of behaviour are expected at all times of the school day including before school, in lessons, during lunch time and at after school club. We also expect children to represent the school with the same high standards on school trips or outings and at any time that they are wearing school uniform, including off school site.'		
		Page 11 Staff will: Create a calm and safe environment for pupils including consistent implementation of school-wide routines.		

		Page 12 Parents must give permission in writing to the school if their child is to walk to and from school independently – we only allow children in Year 5 and 6 to do this. All other children must be collected by their parents or a sibling/relative who has permission and is aged 16 or over. From September 2026, pupils in Year 5 and below will not be permitted to bring in 'Smart phones' This is part of our commitment to a 'Smart phone free childhood' and is in line with 2026 DfE Guidance		
		Page 14 'pastoral support plan' changed to 'behaviour support plan'.		
		Page 16 When considering using reasonable force – updated link Our policy follows 2026 DfE guidance.		
		Page 23/24/25 links updated to DfE guidance		



ST DOMINIC SAVIO CATHOLIC PRIMARY SCHOOL

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

Introduction

At St Dominic Savio we pride ourselves on outstanding behaviour. Children are respectful of others and of themselves and they recognise the importance of calm and orderly classrooms in order for effective teaching and learning to take place. Excellent behaviour keeps our children safe and

protects the well being of our staff. St Dominic Savio is a caring, Catholic community, whose values are built on mutual trust. Each day we 'Serve the Lord with Joy', sharing in our Gospel Values. We promote a positive environment in which everyone feels happy, safe and secure.

Our motto is 'work hard, be kind'. This underpins our learning environment so that children can develop academically, creatively and socially. Community is at the heart of St Dominic Savio and we allow everyone to work together in an effective and considerate way. Children leave our school confident and independent and prepared for their future, including secondary school and the world of work.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

We live by our five Golden Rules based on Matthew 7:12. These are known and understood by children, staff and parents.

"Pupils' behaviour is excellent. They learn to interact with each other politely and act responsibly. Older pupils serve as outstanding role models by demonstrating kindness and respect, reflecting the school's positive values." (Ofsted, April 2025)



2. Behaviour Principles

1. Be Positive
   - Our high expectations of behaviour are shared with children, staff, governors and parents as well as the wider community.

- Adults are role models of good behaviour. Children are taught and shown how to respect each other and 'treat others how they would like to be treated'.
- We positively reinforce good behaviour and carefully explain its value in school and society.
- Staff recognise that understanding the situations where misbehaviour could arise is essential in being proactive rather than reactive. A secure understanding of the importance of routines and consistency is essential as is understanding each child.
- Staff use positive language with the children to emphasise expected behaviours.
- Children are rewarded for good behaviour by their academic successes, respectful friendships and by gaining increased independence and leadership roles.
- We provide children with opportunities to represent our school and show others the 'St Dominic Savio' way to live and behave.
- We teach children how having good manners makes others feel happy and appreciated.
- Parents and carers are fully involved in our home/school partnership and we work together to further raise expectations.

2. Be Assertive
   - Teachers have the right to teach and children have the right to learn.
   - Children and staff should always feel safe in school.
   - Adults are responsible for clearly showing children how we want them to behave and to demonstrate the importance of it.
   - We have a duty of care to teach children how to behave positively.
   - Parents, governors and visitors have the right to feel welcome in our caring Catholic ethos.
   - We should always challenge and address violent, abusive or anti-social behaviour anywhere in school.
   - We seek support from each other and outside agencies to support individual pupils through learning and making changes in behaviour.
   - Behaviour is everyone's responsibility.
3. Be Inclusive
   - We recognise that some children need more support than others in meeting the school's expectations of behaviour
   - Staff and parents treat children as individuals and we get to know every child to support all.
   - Our school has due regard for the Equalities Act 2010 and the need to proactively make reasonable adjustments in the application of this policy.
   - We have a responsibility to teach social behaviour to our pupils.
   - We seek to refine and adapt our systems, policies and processes through regular review with all stakeholders.

1. <u>Behaviour Curriculum</u>

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. A behaviour curriculum does not need to be exhaustive, but represent the key habits and routines required in the school.

Children are taught to:

- Be kind to others and actively seek out children who are lonely or isolated. They are shown how to be a good friend to others by encouraging all to be included in the classroom and on the playground.
- Understand that good attendance and punctuality are essential aspects of positive behaviour and successful learning.
- Recognise the feelings of themselves and others by learning and being taught to be emotionally literate. We have our own specific emotional literacy scheme of work which is taught in PSHE. This will also be taught through social stories, case studies and class books/novels.
- Understand the importance of honesty. At St Dominic Savio we forgive those who have not followed school rules and we work together for improvement.
- Understand that we are an inclusive community where we promote equity to give all a fair chance to succeed.
- Show respect to each other and in interactions with staff and parents
- Look after their own belongings. Keep possessions tidy and respect the belongings of others.
- Understand how to look after our world and live sustainably.

<u>Expected Behaviours 'Work hard, Be kind'.</u>

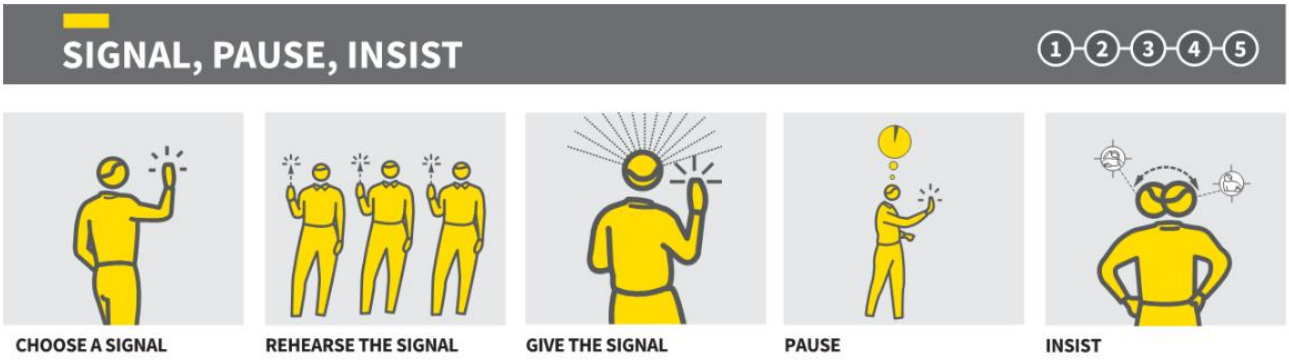
Behaviour includes clear routines so that all children know and understand how to behave. Children are expected to:

- Know and understand our five Golden Rules
- Follow our online 'SMART' safety rules
- Respond immediately to all signals from the teacher including, the 'ready position', 'talk to your partner' and 'stop signal'.
- Walk in silence to assembly and school Masses
- Stand still at end of break and walk in silence to lines
- Line up sensibly and wait for an adult to signal it is time to move.
- Respond to greetings from others e.g. by saying 'good morning' and the other person's name.
- Hold doors open for others and move to one side if an adult is coming the other way
- Clear their plate at lunchtime and say 'thank you' to those who help them
- Attend school each day. Be organised and punctual.
- Work hard. They should try their best in all areas of the curriculum and they will receive support to do so.
- Listen carefully to feedback from their peers and adults

- Wear the correct uniform
- Bring the correct equipment to school
- Aim to be the best person they can be

The 'Stop' Signal

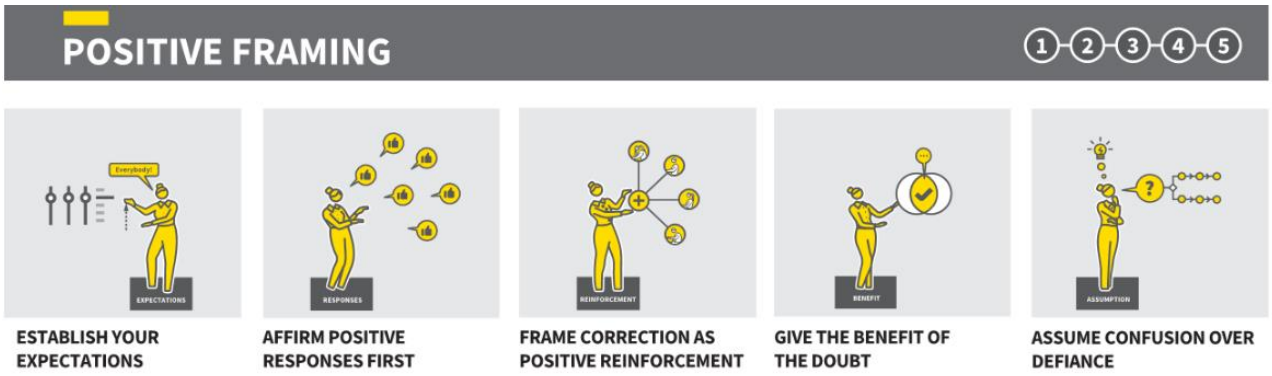
Also known as 'Signal, Pause, Insist'. At any time in the school day, an adult may raise their hand to show that it is time to stop. All children are expected to immediately stop in a calm manner, ready for the staff member to give an instruction or take feedback from the group. We apply the approach across the school day e.g. assembly, transitions, lunchtime etc.



Positive Framing

All staff establish and maintain high expectations through the use of positive reinforcement, encouragement and affirmative language.

Instead of negative comments, staff frame corrective language through a positive frame e.g. instead of 'stop talking', staff may say 'I'd like you both looking this way and listening, thanks'.



4. Definitions

High standards of behaviour are expected at all times of the school day including before school, in lessons, during lunch time and at after school club. We also expect children to represent the school with the same high standards on school trips or outings and at any time that they are wearing school uniform, including off school site.

Misbehaviour is defined as:

- Not following the school rules

- Disruption anywhere in school
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Abuse against sexual orientation and/or gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug and/or alcohol related
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault against an adult
- Physical assault against a pupil
- Racist abuse
- Sexual misconduct
- Theft
- Use or threat of use of an offensive weapon or prohibited item (such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers or vapes, fireworks)
- Verbal abuse/threatening behaviour against an adult
- Verbal abuse/threatening behaviour against a pupil
- Wilful and repeated transgression of protective measures in place to protect public health

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

The school does not tolerate bullying of any kind. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and includes any form of harassment. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. This also includes outside of school hours, for example, use of social media technology: 'cyber-bullying'. School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The 'STOP' messages are taught to children: Several Times On Purpose and Start Telling Other People. Weekly PSHE lessons reiterate the values of the school and teach children about victims, bullies and bystanders. The school holds Anti-Bullying Week in November.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6. Roles and responsibilities

The governing board

The governing board is responsible for:

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

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

Staff will:

- Create a calm and safe environment for pupils including consistent implementation of school-wide routines.
- Ensure that positive behaviours are consistently taught and praised.
- Refer to the Golden Rules and online 'SMART' rules regularly and ensure that all children understand them.
- Use consistent and clear language when acknowledging positive behaviour and addressing misbehaviour.
- Respond promptly, predictably and with confidence to inappropriate behaviour to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.
- Use this policy with support from leaders to respond to behaviour with praise, sanctions and pastoral approaches.
- Recording behaviour incidents promptly
- Be role models. Hold doors open for others, act with compassion and show empathy towards others.
- Openly communicate identified behaviour concerns with all relevant stakeholders including parents.
- Know the children well and support those with additional needs who may need adjustments to their routines including praise and sanctions.
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Make use of sensory spaces used to support pupils in regulating their emotions because of identified sensory overload as part of a planned response.

Staff will not:

- Shout at children (except where a pupil is far away such as at the end of the field, or is likely to suffer harm).
- Use 'shushing'. Silent signals will be used where ever possible.

Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

The role of parents

- The school collaborates proactively with parents, so that children receive consistent messages about how to behave at home and at school.
- Parents read and sign the home-school agreement – issued annually in September
- We explain the school's five golden rules on our website and around school, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

7. Mobile Phones and Smart Watches

Children are not allowed mobile phones in school unless they are used as a safety measure when pupils are walking to and from school without an adult. Parents must give permission in writing to the school if their child is to walk to and from school independently – we only allow children in Year 5 and 6 to do this. All other children must be collected by their parents or a sibling/relative who has permission and is aged 16 or over.

Mobile phones will be switched off and place in bags when entering the school site. Children will hand in their phones to the class teacher during registration. All phones will then be stored in a secure location until the end of the day. The class teacher will then return phones to children who

can then take them with them to walk home. Mobile phones are not permitted in school for any other reason. Whilst the school takes all reasonable measures to secure the phones, the school is not liable for any damage or loss of mobile phones.

From September 2026, pupils in Year 5 and below will not be permitted to bring in 'Smart phones' with access to the internet and 'apps'. For Year 6 these will be phased out as these children leave St Dominic Savio and move onto secondary school. This is part of our commitment to a 'Smart phone free childhood' and is in line with 2026 DfE Guidance. Children will be permitted to bring in a basic phone with written permission, which is handed in for the duration of the school day. Smart watches are not allowed in school at all. Our uniform policy states only 'time telling watches'.

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

10. Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Class Dojo Points
- Certificates and celebrations linked to house points
- 'Scholar of the Week' Assemblies
- Positions of responsibility e.g. Junior Chaplain, Eco Council, Digital Leaders Junior Leadership Team, Prefects etc.
- Communicating praise to parents
- Whole-class or year group rewards
- Assistant Headteacher/Headteacher's awards

11. 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.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Before applying behaviour sanctions, staff will consider whether reasonable adjustments, additional support or adaptations to routines are required to enable a pupil to meet behavioural expectations.

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.

How we deal with incidents of misbehaviour

There are set procedures for dealing with misbehaviour. Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy.

Teachers will decide on the behaviour consequences and may seek advice from senior leaders. Where it is decided that children are not allowed to attend paid school trips or school events due to their behaviour, refunds cannot be given. The teacher can make the decision up to the point that the trip or event takes place and parents will be informed. The child will be expected to attend lessons in a different class on the planned day of the trip. Teachers may also call parents and ask for their children to be collected from the trip and returned to school if the child's behaviour does not meet our expectations or if there are safety implications.

It is always the first priority to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring. The list below is not exhaustive, and staff can use their professional judgement due to each case. Staff are encouraged to seek support from the senior leadership team for persistent breaches of the policy or for serious misbehaviour. A record of poor behaviour and the resulting actions will be logged on 'Cpoms'.

Misbehaviour:

Level 1

- Positive verbal warnings
- Reasoning
- Moving the child within the classroom

Level 2

- Reminder of behaviour expectations
- Verbal warnings
- Warning Dojo
- Negative Dojo
- Loss of playtime
- Tasks to teach about behaviour e.g. meetings with senior leaders, letters of apology, unfinished work to be completed in their own time etc.
- Class teacher to inform parents

Level 3

- Loss of playtimes
- Loss of privileges e.g. positions of responsibility in school, loss of the opportunity to represent the school at external events, not allowed to attend school trips, school discos etc.
- Formal, regular meetings with parents (which may include a member of the senior leadership team)

- Behaviour Support Plan for concerning behaviour and at risk of suspension or an exclusion (a pupil with additional needs may have targets recorded on their Action Learning Plan ALP)
- Removal from classroom
- Working with outside agencies e.g. Foundry College

Level 4

Formal Suspension

Level 5

Formal permanent exclusion

The aims of any response to misbehaviour should be to maintain the culture of our school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes.

These include:

• deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

• protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

• improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

12. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Our policy follows 2026 DfE guidance.

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

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

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

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or trays.

Searching pupils' possessions

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

- Desks
- Trays
- 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 and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

13. 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).

14. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

15. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or a member of SLT 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.

16. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's services
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

17. Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will

consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

18. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspension and permanent exclusions policy for more information.

19. Recognising the impact of SEND on behaviour

The school recognises that a special educational need or disability may influence or impact on pupils' behaviour.

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

When dealing with misbehaviour from pupils with additional needs, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

- Short, planned movement breaks for a pupil who need these to support with focus and attention in lessons.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Social stories to outline behaviour expectations in different settings and situations in school
- Visual prompts and timetables to support with transition and lesson times
- Training for staff in understanding Autism and other additional needs

- Use of spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during moments of sensory overstimulation

Adapting sanctions for pupils with SEND

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

- Whether the pupil's level of communication affected their understanding.
- Whether the pupil's needs impacted on their ability to manage and control their behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. The school will always aim to balance the needs of the individual with the duty to safeguard all within the school community.

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 identified.

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 to create the plan and review it on a regular basis.

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

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

Pupils with an EHC will have a provision map that outlines strategies for support linked to behaviour. These are reviewed by teachers and the SENCO.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the Wokingham local authority to discuss the issue.

20. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Nurture support
- A 'check in' with a trusted adult

21. Pupil transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

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

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

Training

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

- The behaviour curriculum including PSHE
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

22. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the headteacher or the Assistant Headteacher (who oversees behaviour)

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 it.

23. Monitoring this policy

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

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

24. Links with other policies

This behaviour policy is linked to the following policies

- Suspension and Permanent exclusions policy
- Child protection and safeguarding policy
- Online Safety Policy

25. 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
- Searching, screening and confiscation at school 2018 (updated 2023)
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- School Suspensions and Permanent Exclusions 2026
- Use of Restrictive Interventions, including the use of reasonable force in schools, 2026
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy