



Behaviour Policy

Including exclusions (see Appendix 1)

Whole school including EYFS

Version	1	2	3	4	
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Written / reviewed by	Mrs Boulton	Mrs Boulton	Mrs Boulton	Mrs Houseman	
Date approved by Governors	Mrs Wilcox (CoG)	October 2024	Board Meeting 01/10/2025	Board Meeting 28/01/2026	
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This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

This policy has been written with consideration of the following guidance:

- A. Education (Independent School Standards) Regulations 2014 (ISSRs)
- B. The Early Years Foundation Stage Statutory Framework, DfE, September 2025
- C. ISI Inspection Framework, November 2024
- D. Handbook for the inspection of association independent schools, including residential (boarding) schools and registered early years settings, December 2024
- E. Keeping Children Safe in Education, DfE September 2025
- F. "Behaviour and Discipline in Schools: Guidance for Governing Bodies", DfE, September 2015
- G. "Use of Reasonable Force", DfE, July 2013
- H. "Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies", DfE, July 2022
- I. "Behaviour in Schools: Advice for Headteachers and School Staff" (February 2024).
- J. Equality Act 2010

RELATED POLICIES

- Admissions, Attendance & Registration;
- Anti-Bullying Policy;
- Safeguarding Policy;
- Complaints Policy;
- Code of Conduct;
- Discipline, Exclusions and Required Removal Policy;
- Accessibility plan;
- Equal Opportunities Policy;
- SEND Policy;
- Staff Handbook
- Data Protection Policy.

INTRODUCTION

At Branwood Preparatory School ("the School") our community is based upon respect, good manners and fair play. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is the Pastoral Lead.

WHOLE-SCHOOL APPROACH TO BEHAVIOUR

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

THE SCHOOL BEHAVIOUR CURRICULUM

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School's community of Governors, Trustees, staff, parents, and pupils adhere to an established routine and behaviour curriculum.

- Pupils are expected to show co-operation to staff instructions.
- To show tolerance, respect, courtesy and kindness to all others in the school community and to have a sense of responsibility.
- To learn that no child has a right to make its presence felt to an extent which causes distress to others. This making of presence felt can be done physically, verbally, psychologically or in several other ways.
- To conform to currently acceptable standards of language and behaviour.
- Not to persecute the different, be that difference intellectual, temperamental, visual, physical, racial, religious or any other.
- To co-operate with one another.
- To be inclusive not exclusive of their peer group and to show concern for those in need of friendship or support.
- To try to understand as appropriate to their age, that everyone has feelings. Unselfish consideration of the feelings of others and opinions need to be balanced with give and take against selfish pursuit of one's own ends.
- To treat others as they would wish to be treated.
- To realise that there is a happy medium to be aimed at in all the above, because every child has a right to develop as an individual and as its own person within enormously wide parameters of acceptability.
- To try their best during lessons.
- To complete homework during the expected time.
- To walk around school.
- To wear the expected school uniform.
- To remember their swimming kit on the days they go swimming.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Values (SCORE) and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below up to and including suspension/exclusion.

INVOLVEMENT OF PUPILS

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social, Health and Economic Education (PSHEE) lessons, project work, drama activities, stories and literature and via the School Parliament, which meets regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils (including EYFS pupils) are aware of the School's behaviour standards, expectations, pastoral support and consequence process. All pupils are taught that they have a duty to follow the school behaviour policy, uphold the school values and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

Our transition management plan also includes visits to school prior to the start date, conversations with current school, home visits for EYFS children and assessment days for older pupils.

INVOLVEMENT OF PARENTS AND GUARDIANS

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as

attendance and punctuality, behaviour and conduct, uniform and appearance, standards of academic work, extra-curricular activities, and homework. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies including Salford Safeguarding Children Partnership.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

UNEXPLAINED ABSENCES

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Child Missing Education Policy.

Please note that it is usually the Governors' policy not to allow holidays to be taken during term time unless in exceptional circumstances.

SCHOOL AIMS

The School Aims are designed to encourage positive behaviour and self-discipline. The School's Motto SCORE helps us achieve our aims:

Scholarship – to foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits.

Character – to develop resilience and confidence, and to inculcate integrity and to foster a vibrant school community, built on trust and respect, and instil a sense of social responsibility.

Opportunity – to provide a rich and stimulating school experience, where our pupils can explore and develop their interests, gifts and talents, and discover new ones.

Resilience – where all are valued as individuals; one which provides the opportunity for participation in a rich and diverse co-curricular programme, and which is underpinned by a culture of respect for ourselves and others.

Environment – to provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued.

PROMOTING GOOD BEHAVIOUR

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

In School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils by:

- Verbal praise
- Communicating praise to parents via phone call or written correspondence
- Positions of responsibility, such as leading a line, giving out books, being entrusted with a particular decision or project
- A 'smiley face' or comment, depending on the age or reading ability of the pupil, by a specific part or at the end of the piece of work.
- A sticker is given for good effort or achievement academically or for positive behaviour.
- A star given for good effort or achievement academically or for positive behaviour.
- Sticker charts. Once a child has reached 10 stickers, they can choose a prize from the treasure box.
- Praise in front of a group, their class or another class
- An informal or formal comment made to parents about the pupil's achievement, either verbally or in the reading diary, if appropriate, accompanied by a copy of the piece of work.
- Taking the work to show the Head.
- Giving the children merits/Dojo points for in-the-moment examples of individual good behaviour with the aim of getting certificates.
- Presentation of certificates in Early Years assembly
- Presentation of an award certificate in the commendation assembly by the Head and Assistant Head. (Form 1 upwards, EYFS join in the Summer term)
- Use of the school reports to comment favourably on positive attitude, effort and ability not only academically but on behaviour and involvement in school life.
- To take home the class toy for the weekend – lower school.
- To be a Star for the week/day – lower school

The School selects Prefects through an application process which involves the whole school. They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

RESPONDING TO MISBEHAVIOUR

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School

- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Improvement** - supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

BEHAVIOUR MANAGEMENT OVERVIEW

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

DEALING WITH UNACCEPTABLE BEHAVIOUR

a) SANCTIONS

Step 1

Verbal warning.

Step 2

Name on board. (name can be removed if behaviour is improved)

Name moved to the cloud in EYFS

Step 3

Upper school - miss 5 minutes of break time or 5 minutes of lunch time

Lower School - miss Golden Time (can earn it back)

Step 4

(Any physical violence, or similar, is escalated straight to step 4.)

Removal from the classroom for the remainder of the lesson followed by a WARM discussion.

Step 5

After 3 incidents, parents are invited into school to discuss it with the form teacher.

Step 6

Parents being asked to come in to meet with the head. It is at this step that we refer to the Exclusion Policy and Procedures seen in Appendix 1.

BREAK TIME AND LUNCH TIME

Step 1

Give a verbal warning to the pupil.

Step 2

Move pupil to a quieter space for a period, away from the situation. If in the dining room, this will be another table. If outside, this would be different area of the playground.

Step 3

Reflection time with an adult.

Step 4

(Any physical violence, or similar, is escalated straight to step 4.)

5 minutes lost play followed by a WARM discussion.

Step 5

Repeated incidents will result in parents being invited into school to meet with the Pastoral Lead and Form Tutor.

Step 6

Parents asked to come in to meet with the head.

b) PREVENTING RECURRENCE OF MISBEHAVIOUR

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- behaviour plans; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

c) MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Exclusion Policy and Procedures.

SERIOUS MISBEHAVIOUR

The School's Exclusion Policy and Procedures is set out in appendix 1, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Exclusion Policy and Procedures may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy and Low Level Concerns Policy (which can be found in the Safeguarding Policy).

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy and Exclusion Policy and Procedures, as appropriate. Pupils should be aware that malicious

allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the Head immediately after they have needed to restrain a pupil physically and a Physical Intervention form is completed and kept on the pupil's file. Parents are also informed.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School. Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Head will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

SEARCHING

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;

- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Values, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy Exclusion Policy and Procedures, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding Policy.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering

teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send a copy of the Complaints Procedure on request.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff and pupils on their perceptions and experiences of the school behaviour culture.

This policy is reviewed and updated at least annually by the Governors.

Appendix 1: Exclusion Policy and Procedures.

**It is important to note that exclusion, whether temporary or permanent, is a last resort.
Permanent exclusion is used only in the most serious circumstances.**

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the School's Behaviour Policy
- If allowing the student to remain in School would seriously harm the education or welfare of the pupil or others in the School.

Exclusion is an extreme sanction and is only administered by the Head (or, in the absence of the Head, the member of the Senior Leadership Team who is acting in that role). All exclusions should also be referred to the The Board once this measure has been decided upon.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy;

WHAT BEHAVIOUR MERITS EXCLUSION?

Examples of such behaviour include

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

This is not an exhaustive list and there may be other situations where the Head makes the judgment that exclusion is an appropriate sanction.

Should any of the above issues arise, apart from the final one, parents are to know that written records will be kept of each and every incident and that they will be informed as they occur being invited into the school to discuss what has happened and what strategies are to be invoked to help their child overcome his/her anti-social behaviour.

Parents should also know that the 'sufferer's' parents will also be informed and given opportunity to voice their perspective or concerns. However, if the severity of the initial incident merits more immediate action or if the behaviour shows no sign of abating or improvement, it may be necessary for the school to either temporarily or permanently exclude their child from The School. If the exclusion is permanent, The School will assist the Parents in their search for an alternative setting for their child.

Parents are asked to refer to the 'Terms and Conditions' document with regards to the last issue on the above list.

Should any Parent feel that they have been unfairly handled, they have the right of appeal to the Chair of Governors. They should present their views in a written form to which the Chair of Governors will respond indicating what action they propose to take.

Exclusion procedure

Most exclusions are of a fixed term nature and are of a short duration.

The Board will be required to review promptly all permanent exclusions from the School and all fixed term.

Following exclusion parents or guardians are contacted immediately where possible. A letter will be sent by post, or in person, giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Board of Governors.

A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians. The length of fixed term exclusions will be left to the professional judgment of the Head and discussed in partnership with the School Board. In the event fixed term exclusion is administered by a member of the senior management team the length of this exclusion will always be discussed with a member of the School Board in the absence of the Head.

Work will be provided by the Form teacher.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered.

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. When a serious criminal act has been committed, the school will involve the police in any such offence.

General factors the School considers before making a decision to exclude.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head will;

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the school policies
- Allow the student to give her/his version of events
- Check whether the incident may have been provoked.

If the Head is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, exclusion will be the outcome.

In the event of exclusion a protocol letter will be sent to parents, on school letter head and can only be signed by the Head or Deputy in their absence. If this means that the pupil is being taken off the school register the LA will be informed.

Appeals against exclusion

The school will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under this Policy rather than under the school's Complaints Policy and should be made in writing Head within one week of the pupil's exclusion. An appeal meeting will follow within 30 working days, if practicable, to which the parent may be accompanied by a friend or relative if they wish (although legal representation is not appropriate). The appeal will usually be heard by at least two of the school's governors and one person who is independent of the running of the school. The school will accept the appeal decision as final.

Appendix 2 SANCTIONS EXPLAINED

Dealing with unacceptable behaviour (in class)

Step 1 - Verbal warning.

- Explain consequences if continue – name on board for Year 1 - 6, Name on cloud KG1 and KG2.
- Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work.

Step 2 - Name on board or name moved to cloud in EYFS

Step 3 - Miss 5 minutes of break time or 5 minutes of lunch time. This will be recorded on CPOMs.

- If in Spanish, Music, PE or IT – teacher passes this to the class teacher.
- In Lower School the children miss Golden Time (can earn it back)

Step 4 - Removal from the classroom for remainder of lesson.

If they return and a calm a restorative ‘WARM’ conversation (What happened, Affect, Repair, Move Forward.) will be had at the soonest convenient time. This will be recorded by the class teacher on CPOMs and parents are to be informed. Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Parents will be informed on the same day if their child has been removed from the classroom.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

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

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

The School's arrangements when a pupil is removed from the classroom include:

- Pupils going to a classroom for the remainder of the lesson to complete work provided.
- Form teacher and pupil to discuss their actions once the lesson is completed.
- All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Step 5 - doesn't match the agreed approach. It was agreed that 3 incidents would result in parents being invited into school.

A further incident will result in the parents being asked to come in to meet with the form teacher in school.

Enquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or considering whether the support for behaviour management being provided remains appropriate.

Step 6

A further incident will result in the parents being asked to come in to meet with the head. It is at this step that we refer to the Exclusion Policy and Procedures seen in Appendix 1.

Break time and lunch time

Step 1

Give a verbal warning to the pupil.

Step 2

Moved to a different table/different area of the playground for a short period of time.

Step 3

Ask the child to walk with the member of staff who witnessed the poor behaviour if outside. During the walk, they will discuss the behaviour through a restorative 'WARM' conversation (What happened, Affect, Repair, Move Forward.)

Step 4

At this stage, the pupil will lose 5 minutes of their playtime followed by a WARM discussion. If in the dining room, they will be moved to another table. If outside, they will sit on the bench beside the astro. They will be supervised by the staff on duty.

Step 5

A further incident will result in the parents being asked to come in to meet with the form teacher in school.

Enquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or considering whether the support for behaviour management being provided remains appropriate.

Step 6

A further incident will result in the parents being asked to come in to meet with the head. It is at this step that we refer to the Exclusion Policy and Procedures seen in Appendix 1.

Appendix 3 Restorative Conversations (WARM)



Restorative Conversation Guide (WARM)

Before you begin: Make sure that all participants involved in the conversation are calm and ready to communicate about what happened. Remember that restorative conversations allow for children to recognise and take accountability of their actions and repair any harm that is caused to others. The teacher's role is to facilitate a peaceful dialogue that models respectful relationships, values pupil voice, engages in collaborative problem solving and views these reflective conversations about behaviour as learning opportunities.

W What happened?	<ul style="list-style-type: none">➤ What was the first thing that happened?➤ Who was involved?➤ Where/when did this happen?➤ What were you thinking at the time?➤ Can you tell me more about ... ?
A Affect	<ul style="list-style-type: none">➤ Who was affected by what happened?➤ Was what happened the right thing to do?➤ Was what happened fair to them/you?➤ How are you feeling after what happened?
R Repair and restore	<ul style="list-style-type: none">➤ What actions can you take to make things right?➤ What needs to be said or done to solve the problem?➤ How can we come to a solution where everyone feels respected?➤ What would you like to see happen?
M Move forward	<ul style="list-style-type: none">➤ If this happen again, what better choices can you make?➤ What support do you need to ensure this doesn't happen again?➤ How can we prevent this from happening again in the future?

Appendix 4 Behaviour posters for display around school



Recognition for great behaviour choices (in class)

Stickers

Message
Home

Verbal Praise

Certificates

Star of the
Week

Dojo Points

Positions of
Responsibility

Showing work
to the Head

Reports
Home

Consequences for poor behaviour choices

Step 1

Verbal
warning

Step 2

Name on
board

Step 3

KS2 – miss 5 mins
from break/lunch
KS1 – miss 5 mins
from Golden Time.

Step 4

Removal from the
classroom
followed by a
WARM discussion

Step 5

After 3 incidents,
parents are invited
into school to meet
with form teacher.

Step 6

Parents asked to
come in to meet
with the head

Any physical violence, or similar, is escalated straight to Step 4.

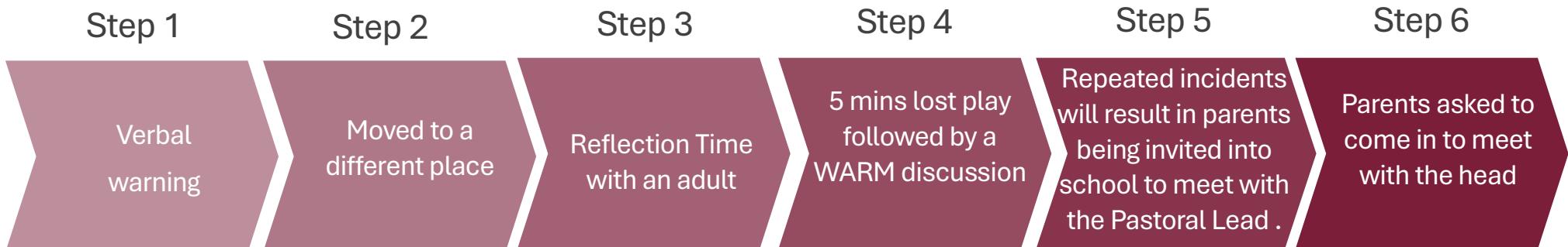
As from Step 3, incidents must be recorded on CPOMs.



Recognition for great behaviour choices (out of class)



Consequences for poor behaviour choices



Any physical violence, or similar, is escalated straight to Step 4.

As from Step 3, incidents must be recorded on CPOMs.

To be used outside of the classroom e.g. during break times, lunch times, Forest School, PE, Swimming,

Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Special Educational Needs

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes appropriate reasonable adjustments for pupils with SEND or certain health conditions dependent on the needs of the child.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.