



Sandal
Primary School & Nursery

Behaviour and Relationships Policy 2025-2026

Nurture Grow Succeed

This policy was updated in October 2024 and adopted by the full governing body on

Signed _____ (Headteacher)

Signed _____ (Chair of Governors)

This policy is due for review in October 2025.

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Rationale

We believe that for effective learning to take place, it is essential that the children are in a happy, secure, caring and ordered environment. We therefore promote values of mutual respect, self-discipline and social responsibility. We expect all pupils to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe all pupils should be encouraged to have respect and sensitivity for themselves, for others and for their school. Adults in the school’s community are role models for the pupils – they depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school’s community has a part to play.

Aims

- 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

Research based practice

Our policy is inspired by the work of Paul Dix and his book ‘When the adults change, everything changes. Seismic shifts in school behaviour’. At Sandal, we understand that persistent hard work,

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building strong relationships and consistency of approach are the cornerstones to sustaining behavioural change.

“The truth is that there is no alternative to hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.....Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.”

Paul Dix, Behaviour specialist

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: guidance for school 2023](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- 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

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- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Online Safety Policy
- Complaints Policy

Definitions

For the purposes of this policy, the school defines 'misbehaviour' as any behaviour which may disrupt the education of oneself or others, including but not limited to, the following:

- Disruptive behaviour and talking in lessons
- Disruptive behaviour during transition times.
- Non-completion of classwork
- Lack of effort
- Poor attitude

For the purposes of this policy, the school defines 'serious misbehaviour' as any behaviour which may cause harm to oneself or others, including but not limited to, the following:

- **Any form of bullying** (see page 6 for definitions of types of bullying)
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, race, religion or sexual orientation.
- **Sexual violence** (intentional sexual touching without consent)
- **Sexual harassment**, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothing, online sexual



harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Physical assault
- Verbal abuse, including swearing, racist remarks and threatening language
- Truancy or running away from school
- Repeated breaches of the school expectations
- Persistent disobedience and destructive behaviour
- Any behaviour that threatens safety or presents a serious danger
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to cause personal injury to, or damage the property of any person (including the pupil) including but not limited to knives, sharp objects, mobile phones and harmful liquids and medicines.

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

Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |

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| TYPE OF BULLYING | DEFINITION |
|---|---|
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● 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 |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

The Governing Body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the head teacher
- Monitoring the policy's effectiveness
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Holding the head teacher to account for its implementation

The Headteacher

The headteacher is responsible for:

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- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (Appendix

1)

- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of 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
- Publishing this policy and making it available to staff, parents and pupils at least once a year

Teachers and members of staff

All members of staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

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- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents in a timely manner onto CPOMS. Any red card incidents must be recorded on CPOMS stating where, when and what happened. All people involved must be listed and any actions (including sanctions) must be recorded together with any follow up action required and people who have been informed of the incident (staff, governors, parents, police)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents where necessary

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

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

- The expected standard of behaviour they should display 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.

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- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals

Our School Culture

At Sandal Primary School we aim to promote positive attitudes and respect through our three core behaviour values:

Ready, Respectful, Safe.

- We are ready to learn
- We are respectful to each other and school property
- We keep ourselves safe in and out of school and online

Roots of learning

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Positive behaviour is linked to good behaviour for learning. By focusing and rewarding these behaviours for learning, behaviour for conduct will follow. We therefore, acknowledge and celebrate six roots of learning which are central to our curriculum.

The roots of learning are:

- Aiming high – challenge yourself and see what you can do! Challenge
- Working together – everybody is important! Collaboration
- Thinking for ourselves – you decide! Independence
- Looking back – What went well? What could be even better? Reflection
- Keeping going – believe in yourself! Resilience
- Daring to be different – take a risk; you're one in a million! Risk Taking

Our Curriculum

At Sandal, we strive to make our children passionate about learning and make their learning as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, Agreed Syllabus for RE and the Early Years Framework, but also the range of extra-curricular activities which enrich the experiences of our children. It includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. Appropriate behaviours are taught and reinforced on a regular basis. Children are taught how to use thinking skills and feelings together to guide their behaviour using taught calming down strategies, problem solving and conflict management techniques.

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Nurture – nurturing appropriate behaviour

- Building relationships with pupils and understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of staff.
- Pupils need to see others behaving well in order to understand what good behaviour looks like. It is important for pupils to see exemplary behaviour. Staff are key role models as well as pupils.

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- At Sandal, we take pride in the fact that we are members of our community. We strive to make strong links between ourselves, parents, local businesses, community groups and institutions. This nurtures pupils' sense of belonging and sense of identity.
- Our learning environment promotes a calm atmosphere where pupils can flourish in a purposeful climate for learning. This includes:
 - Create and maintain a stimulating environment that encourages pupils to be engaged
 - Display Sandal's three core behaviour values
 - Develop a positive relationship with pupils
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Being prepared through well-planned, resourced and engaging lessons
 - Communicating expectations of behaviour
 - Concluding the day positively and starting the next day with a clean slate
 - Following the procedures for dealing with low-level disruption
 - Using positive reinforcement
- Where staff intervention is required, this is best done by avoiding immediate use of the Behaviour Consequences System. The Behaviour Consequences System can quickly escalate the problem because if the teacher rapidly 'raises the stakes', many pupils will respond accordingly. It is far better to employ a range of verbal and non-verbal cues such as:
 - Tactical ignoring to be picked up later
 - Non-verbal signals (e.g. 'the look', moving closer)
 - Tell them what you want them to do (i.e. clear and simple statement of behaviour)
 - Catch student behaving appropriately and praise
 - Praise appropriate behaviour of nearby student
 - Distract onto task/away from inappropriate behaviour
 - Ask the student to undertake a specific task for you

Grow – developing appropriate behaviours

- At Sandal, teaching learning behaviours is woven throughout our curriculum. This includes, but is not limited to, the following:
 - Mental health and wellbeing (self-esteem and self-worth)
 - Emotion coaching/ Zones of Regulation
 - Growth mindset and resilience
 - Building and maintaining positive relationships

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- Recognition of pupils' positive behaviours is hugely important at Sandal. We offer a number of rewards to ensure that pupils continue to make the right choices and continue to be role models for others to follow
- Our outdoor learning sessions in our woodland area support pupils' to develop positive behaviours for learning such as respect for the environment and each other.

Succeed – embedding appropriate behaviours

- Using simple approaches as part of a regular routine helps to embed appropriate behaviours, for example, greeting pupils positively at the door or giving specific behaviour-related praise
- Using tailored approaches to meet the needs of individuals in school who are unlikely to respond to universal systems.
- Maintaining high expectations at all times and taking a consistent approach to the behaviour policy

Responding to behaviour

Responding to good behaviour

To recognise and encourage responsibility for good behaviour, there are a series of rewards in place.

The House Point System

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Any teacher or member of support staff can award a house point to any pupil for showing initiative, hard work, effort, responsibility or any other positive learning behaviour that links to Sandal's Roots of Learning. House points will be recorded by the pupil's teacher (House chart and individual charts) and certificates awarded at key points.

Good to be Gold

This is to reward consistently good behaviour or outstanding behaviour linked to the Sandal Roots of Learning. Rewards include:

- Postcards home (sent to the individual pupil)
- Privilege Card e.g. afternoon tea with the headteacher, an activity with a teaching assistant
- Weekly certificates for Sandal Star and Sandal Great Learner
- Headteacher/Deputy Headteacher awards
- Good to be Gold stickers

Sunshine and Rainbow (Nursery only): Every child begins each day on Sunshine. There is an expectation that all children behave well and follow the school rules and therefore remain on the sunshine step throughout the day. Pupils who are consistently on the sunshine step will receive a sticker and will be moved to the rainbow step at the teacher's discretion. Children will receive a house point when moved to the rainbow step.

Responding to misbehaviour

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

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

De-escalation techniques will always be used in the first instance to help prevent further behaviour issues arising, such as the use of non-verbal cues, pre-arranged scripts and phrases. The consequence scale should only be used if a member of staff is unable to make the positive approaches work.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified.

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

The consequence scale

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To avoid publicly shaming, the names of pupils must not be publicly displayed on a chart in class, but could be recorded privately.

- **Verbal Warning:** A verbal warning will be given to a child for low level disruption within the classroom or at play/lunchtime. Where possible, this should be delivered quietly, on a one to one basis in a calm and controlled manner. Allow the pupil time to respond to the issuing of this first warning and try to revert back to de-escalation techniques.
- **Stop and Think:** A Stop and Think card will be given to a child subtly as a formal warning for repeated low-level disruption within the classroom or at play/lunchtime. The card will be placed on the child's table in the classroom and/or shown to the child at play/lunchtime. Move the pupil away from the source or insist on reflection time for a few minutes. Reflection time must always involve adult supervision.
- **Amber:** An amber card will be given to a child as a final warning for repeated low-level disruption within the classroom or at play/lunchtime. The Stop and Think card will be subtly replaced on the child's table with an Amber card and shown to the child if at play/lunchtime. The adult should attempt to have a private discussion with the pupil, referring to the behaviour they are expecting to see, and reminders of the further consequences if the misbehaviours continue.
- **Red:** A red card will be given to a child who continues to cause low level disruption and not heed the previous warnings. The amber card will be subtly replaced on the child's table with a red card and shown to the child at play/lunchtime. This must be recorded on CPOMS by the member of staff who witnessed and/or investigated the behaviour. Any member of staff giving a child a behaviour card at play/lunchtime must inform the appropriate class teacher or cover supervisor as soon as possible. Following a red card, the class teacher or cover supervisor must make a phone call home so that the child's behaviour can be discussed with their parents/carers. Specific sanctions for the behaviour will be discussed during this phone call e.g. missed social times, school-based community service or written apologies.

In cases of serious incidents, pupils may receive an instant red card without the gradual response e.g. malicious or abusive language, physical assault or damage to property.

Restorative practice

We value restorative practice at Sandal because it seeks to restore and build relationships between those affected by inappropriate behaviour, and gives all parties an opportunity to reflect on what happened and what each person can do to prevent it from happening again. This is an alternative to pure punishment, which focuses less on repairing damage and relationships.

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Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Questions to ask during a restorative conversation:

- What has happened?
- What were you thinking about at the time?
- What have your thoughts been since then?
- Who has been affected? How has this affected you and others?
- What do you think needs to happen next?
- How can we do things differently in the future?

Specific behaviours

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.

<https://sandalprimaryschool.co.uk/download/child-protection-safeguarding-policy-2021/>

Individual support SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

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- 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 cooperate 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 account for the specific circumstances and requirements of the pupil concerned. These will include:

- Short, planned movement breaks for a pupil with SEND for example who finds it difficult to sit still for long periods (wobble cushions etc...)
- Adjusting seating plans to allow a pupil with visual or hearing impairments to sit in sight of the teacher for example or for children to receive extra support by sitting close to the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema or other needs
- Training for staff in understanding conditions such as autism or ADHD.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.
- Temporary reduced timetable following DFE and LA guidance and procedures.

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

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

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

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

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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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.

For pupils with an education, health and care plan (EHCP), the provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

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

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 to ensure the action is appropriate to the age and understanding of the pupil.

Prohibited items

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items that are banned from school premises are:

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- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Mobile phones

Children are not allowed to bring mobile phones into school. Any phone found in school will be confiscated and a parent or carer will need to collect from the head teacher.

Confiscation, searches, screening

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

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- 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 involves – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the head teacher / designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply and the parent will be contacted.

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The authorised member of staff will then make a decision in liaison with the parent whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

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

- Desks
- 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 such as mobile phones (listed in 'serious behaviour') 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.

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

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

Parents will always be informed of any search for a prohibited item (listed in section 3). 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

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.

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

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

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

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

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

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

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

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

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

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

The appropriate adult will:

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

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

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

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

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

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

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:

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- 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).

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.

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 head teacher 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.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

<https://sandalprimaryschool.co.uk/download/child-protection-safeguarding-policy-2021/>

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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 is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy and unreasonable serial complaints policy

<https://sandalprimaryschool.co.uk/download/child-protection-safeguarding-policy-2021/>

<https://sandalprimaryschool.co.uk/download/unreasonable-serial-complaints-policy/>

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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 advised by the Braford Skills Team.

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

The school will follow the DFE and LA procedure and guidance on Exclusion.

Following a suspension, 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:

- Reintegration meetings with pupils, staff and parents
- Daily contact with the learning mentor or teaching assistant
- A behaviour plan with personalised behaviour goals
- Restorative practice with pupils to support them with their next step

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 proper use of restraint with some staff trained to deliver Team Teach techniques
- 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.

Monitoring arrangements

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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 Paul Douglass (Headteacher) or Emma Malone (Deputy Headteacher).

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

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the head teacher and full governing body every two years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the head teacher.

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

15. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy



Appendix 1: written statement of behaviour principles

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

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

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

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Appendix 2: Sandal Behaviour Chart KS1/KS2 Years 1-6

| | |
|--|---|
| Good to be Gold - Above and Beyond | |
| <ul style="list-style-type: none"> Outstanding behaviour linked to the three core behaviour values and Sandal Roots of Learning: Aiming high, Working together; Thinking for ourselves, Looking Back, Keeping going, Daring to be different. | <ul style="list-style-type: none"> House points Weekly certificates (Sandal Great Learner/Sandal Star) Postcards home (sent to individual children) Privilege Card – e.g. afternoon tea with headteacher |
| Good to Be Green | |
| Green is a good day/session. Every child begins each day/session on Green. | |
| Verbal Warning (First warning) | |
| <ul style="list-style-type: none"> Low level classroom disruption: calling out; talking; not concentrating; not being productive; doodling on books and work. Play and lunchtimes: interfering with others' games; not following rules, answering back. | |
| Stop and Think (Second warning) | |
| <ul style="list-style-type: none"> Continuous low-level classroom disruption: calling out; talking; not concentrating; not being productive; doodling on books and work. Play and lunchtimes: interfering with others' games; not following rules, answering back. | <ul style="list-style-type: none"> Stop and Think card subtly placed on the child's table. Stop and Think card shown to the child at playtime/lunchtime. Second reminder of the Sandal behaviour values Reflection time if needed. |
| Amber - (Final warning) | |
| <ul style="list-style-type: none"> Continuous low-level classroom disruption: calling out; talking; not concentrating; not being productive; doodling on books and work. Play and lunchtimes: interfering with others' games; not following rules, answering back. | <ul style="list-style-type: none"> Amber card subtly placed on the child's table. Amber card shown to the child at playtime/lunchtime. Final reminder of Sandal behaviour values. Reflection time if needed. |
| Red – (Consequence) | |
| <ul style="list-style-type: none"> Continued and persistent low-level disruption after receiving an amber card. Immediate red card for more serious behaviour e.g. malicious verbal abuse, physical assault. | <ul style="list-style-type: none"> Red card subtly placed on the child's table. Red card shown to the child at playtime/lunchtime. Partial loss of social time. Class teacher/ Cover supervisor to phone home/speak to parents at home time. Calls home MUST be made on the day before the end of the school day. Class teacher/Cover supervisor to record on CPOMS. |
| Monitoring | |
| <ul style="list-style-type: none"> Severe, frequently poor behaviour e.g. physical assault; persistent failure to meet school expectations, malicious verbal abuse. | <p>Potential outcomes (depending on the severity and frequency) of the child's behaviour:</p> <ul style="list-style-type: none"> A member of SLT to phone the child's parents/carers Internal exclusion Behaviour Plan Suspension Permanent exclusion |

Appendix 3: Sandal Behaviour Chart EYFS Nursery and Reception

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| Pot of Gold  OR rainbow  | |
| <ul style="list-style-type: none"> Outstanding behaviour linked to the three core behaviour values and Sandal Roots of Learning: Aiming high, Working together; Thinking for ourselves, Looking Back, Keeping going, Daring to be different. | <ul style="list-style-type: none"> Weekly certificates (Sandal Great Learner/Sandal Star) Postcards home (sent to individual children) Privilege Card – e.g. afternoon tea with headteacher, |
| Sunshine  | |
| <ul style="list-style-type: none"> Sunshine is a good day/session. Every child begins each day/session on Sunshine. | |
| Verbal Warning | |
| <ul style="list-style-type: none"> Continuous low-level classroom disruption: calling out; talking; not concentrating; not being productive; doodling on books and work. Play and lunchtimes: interfering with others' games; not following rules, answering back. | <ul style="list-style-type: none"> Children will receive a maximum of three verbal warnings. Each time, the child will be reminded of Sandal's three core behaviour values. After three verbal warnings, children will have 5 minutes reflection time followed by a discussion with the class teacher/cover supervisor. If a child has reflection time, this will be logged on CPOMS and the class teacher/cover supervisor will speak to parents. |
| Monitoring | |
| <ul style="list-style-type: none"> Severe poor behaviour to be followed up by a member of SLT e.g. fighting; persistent failure to meet school expectations, malicious physical contact. | Potential outcomes (depending on the severity and frequency) of the child's behaviour: <ul style="list-style-type: none"> A member of SLT to phone the child's parents/carers Internal exclusion Behaviour Plan Suspension Permanent exclusion |