

# Policy Statement for Behaviour & Relationships

**SALESBURY CHURCH OF ENGLAND PRIMARY SCHOOL**

## Policy statement

**“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”**

**Will Durant 1926**

Salesbury Church of England Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to provide a supportive environment which prioritises the safety and wellbeing of all our children and adults.

Our Behaviour and Relationships policy guides staff to teach self-discipline and self-regulation. It echoes our core values with an emphasis on respectful, considerate and generous behaviour. It defines the behaviours and habits we wish to cultivate within our pupils to shape how children feel about themselves and others.

## Context

**Proverbs 22 v 6 says:**

**"Train up a child in the way he should go and when he is old he will not turn from it."**

The challenge of making every child matter centres on Universal expectations for every child and each child being accepted as a unique child of God. We believe that a child's behaviour is of great importance and it is one of our chief aims to see strong Christian character formed in our children.

We believe that children:

- should aim to please God and other people before themselves.
- should love and respect each other.
- should show respect to adults.
- should be kind and compassionate to all, especially towards the more vulnerable members of the school.
- should develop servant hearts.
- should continually allow God's Holy Spirit to work in them so that He may bear His fruit in their lives.
- should maintain a soft heart and a teachable spirit.
- should be grateful for the things they receive

We will underpin these with the firm teaching of Christian Values such as love, joy, peace, forgiveness, reconciliation and justice. The Christian Ethos will promote self-worth, self-respect and trust so that each member has sufficient confidence to raise questions, voice concerns and explore values and beliefs that will determine their own code of behaviour and responsible citizenship.

As a school, we work within the parameters of the guidance set out by the Department for Education and in conjunction with Keeping Children Safe in Education. Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education and is an essential part of safeguarding all children and adults to ensure mutual respect.

## **Aims of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, are shown respect and form good relationships
- To support learners in taking control of their behaviour and being responsible for the consequences of it.
- To build a community which embodies Christian values alongside good humour and good temper with an empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To enhance standards in learning and across the curriculum through the recognition of the value of strong Behaviour for Learning
- To set out expected behaviours in our school and define what good behaviour looks like

## **Purpose of the policy**

To provide simple, practical procedures for all staff and learners so that we:

- Recognise behavioural norms
- Positively and consistently reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
- Have clear consistency across the school
- Set out our Curriculum for Behaviour so we have clarity about what is to be taught and learned
- Prevent inappropriate behaviours through nurture, early support and de-escalation strategies

## **Consistency in practice**

- Consistent language; consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' at the classroom and senior leadership level always taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour
- Consistent respect from the adults
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced rituals and routines for behaviour around the school

- in and out of the classroom
- Consistent environment: Display and organization is the quality of a good primary school, consistent visual messages and echoes of core values and positive images of learners

### **Curriculum for Behaviour**

Salesbury has a bespoke curriculum which has been written for the needs of our learners. It is continually evolving and is adapted to meet the changing needs of our children and context. Our Curriculum for Behaviour is no different. We have set out what we intend to teach and what we hope children will learn. We know by having these high standards our wider curriculum will be more effective – children will learn more!

To support our curriculum, we use the Responsible Behaviour Framework (Quinn) to develop children's executive functions across a developmental spectrum. We consider the functions of:



Emotional Control



Impulse Control



Self-monitoring



Working Memory



Flexible Thinking



Task Initiation



Planning & Prioritisation



Organisation

These functions help everyone to know the things that push us to act and react; the things that pull us back from acting or reacting; the things that support us to think around our impulses and the things that challenge us to stretch our thinking.

We hope to teach this in a way that nurtures the development of each of these executive functions to enable better self-regulation so each of our children can be 'the best they can be.' We will give them tools and strategies to assist this development. These will be taught within a framework of rules and boundaries (fences) alongside furthering our focus on oracy so children can communicate effectively and express their emotions safely and with increasing articulation.

This curriculum will be continually taught and reinforced however we recognise there may be certain times of year when a stronger focus will be necessary.

All Year Groups – Nursery to Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching and modelling of our Behaviour Curriculum	Ongoing Revision and Reinforcement	Explicit teaching and modelling of our Behaviour Curriculum	Ongoing Revision and Reinforcement	Explicit teaching and modelling of our Behaviour Curriculum	Ongoing Revision and Reinforcement

Staff receive professional development at the start of each academic year, there are also updates within each training day and regular updates at staff meetings throughout the year. Staff updates reflect the key principles of Paul Dix 'When the adult changes alongside 'Running the room' by Tom Bennett. Periodically, staff also receive email reminders if a little 'enforcement fatigue' is recognised so that we all work towards a strong, cohesive and consistent voice throughout the year. As part of our professional development we have integrated the use of some of the Walkthru approaches and the following cluster represents highlights from this:-



While our standards remain largely the same throughout the year groups, we strongly recognise both the developmental journey of a child and special educational needs of children and this will be reflected in our expectations e.g. the length of time a child will listen; the level of independence; ability within self-help skills (tucking shirt in etc) or support and scaffolds needed.

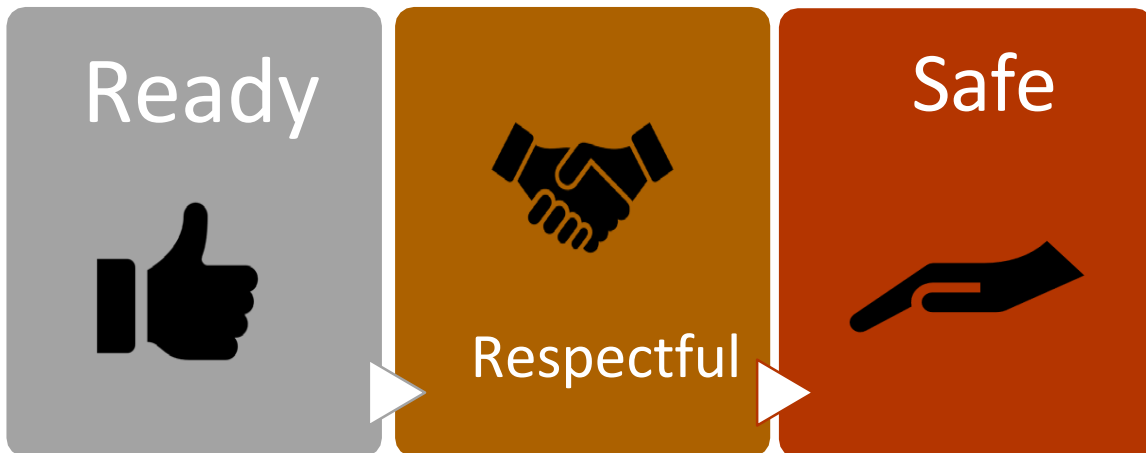
We have added some threads throughout each school day which support children's emotional wellbeing and promotes self-regulation. Following a personalised welcome by both a member of Senior Leadership and their class teacher, children are encouraged to complete an Emotions Check-In on arrival at school to convey how they are feeling. Staff will respond to choices made through questions, conversations and support.

Our school day is integrated with our 'Five to Thrive' Routine which has planned moments in the school day to devote to our hearts, bodies and minds. Active teaching strategies are incorporated into the school day as the norm and lessons may be supplemented by a short sensory circuit of alert, organise and calm activities particularly on transitions or to aid regulation.

Each day is supported by the provision of Visual Timetables in every class helping children to know what is happening and when. Some children are provided with individual, personalised visuals which break this down further.

Periodically, both within Collective Worship and the classroom, we make reference to our Wells of Wellbeing which nurture discussions to incorporate balance into our lives making time for spiritual, charitable, physical, social and creative activities.

## Curriculum



### Three Key Principles outline our behavioural expectations

1. **Ready**
2. **Respectful**
3. **Safe**

1. Being **Ready** maximises the time available for learning. It ensures that classroom 'noise' is learning noise. We expect:-
  - Listening carefully to the teacher
  - Giving focus and attention
  - Sustained effort on tasks given
  - Being in the right place at the right time
  - Children to stop talking and give full attention when an adult's arm is raised
2. **Respectful** relationships are key. We expect everyone to:-
  - Say please, thank you, pardon and excuse me
  - Hold doors open for adults
  - Talk kindly to each other
  - Say Good Morning and Good Afternoon to adults
  - Use the adults name where possible
  - Not interrupt
  - Listen
3. Feeling **Safe** ensures all children feel comfortable to learn. Their environment needs to feel safe, supportive, welcoming and free from criticism and judgement. Everyone has a **responsibility** to create this **safe** environment through:-
  - Keeping classroom and workspace tidy
  - Managing equipment and space
  - Taking care and responsibility for personal belongings
  - Leave shared spaces ready for others
  - Respecting personal space
  - Asking for permission or consent
  - Accepting responsibility when a mistake is made
  - Leaving the classroom floor and tables clear and tidy ready for cleaning

## Corridors/Transitions

Our corridors are narrow and transitions are busy times. We therefore refer to our three key words to guide expectations for all children. All adults are required to reinforce this each and every day, without exception

### 1. Silent

### 2. Smart

### 3. Safe

1. Given the limited corridor space and the significant number of children in our school, our corridors need to be **silent**. This will ensure they are not overwhelming for our children, particularly those who find these times more challenging. It will also support overall health and safety. We also need to be generous and respectful in our thinking recognising that others may still be learning. Children should be guided by adults to move around the corridors and use their lockers, **without talking**.
2. Children should move around the corridors with their hands behind their backs or to their sides, facing forwards in a **smart**, fluid manner.
3. Children should walk one behind the other, on the left-hand side. Children should be encouraged to stop for others and ensure everyone feels **safe**. Classes are encouraged to have an order for movement times including seated places for Collective Worship.



## Playtime Behaviour

It is recognised that children need free time; free movement and fresh air.

At playtime, children are expected to:-

- Walk to the playground using 'safe, silent and smart'
- Play safely without hurting anyone
- Not engage in 'play fighting'
- Include others
- Look after and return equipment
- Stand still and silently on the blow of the whistle and then walk in from their 'freeze points' to resume single file – safe, silent and smart as they reach the low fencing.

Staff will support positive playtimes by strictly adhering to the times set aside for playtime.

This ensures the children have 'fences' to framework their play and reduce complacency. Ensuring adequate supervision will be key – Senior Leaders should ensure that there is sufficient supervision increasing support where needed particularly in response to analysis. If children are missing any playtime and staying indoors, this should be for up to five minutes. If further time is needed, they should stand with an adult or walk round the path with an assigned adult.

## **Behavioural Standards – Implementing 'The Salesbury Way'**

### **All staff**

- Consistently apply our Behaviour Curriculum
- Meet and greet at the door every day and say Good morning/Good afternoon to children using their name whenever possible.
- Make explicit, expected behaviours to ensure 'Ready, Respectful, Safe' and 'Safe, Silent and Smart'
- Draw children's attention to The Salesbury Way signage – what behaviours do we expect to see here?
- Use classroom registration as a time to practice and reinforce manners and respect
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners – everyone can start everyone can get stuck!
- Absolutely minimise any holding activities or lower-quality activities but strive to give all children the best quality teaching and learning
- Use a visible recognition board throughout every lesson which has a specific, targeted behaviour displayed and responds to the personalised needs of the class
- Be calm and give 'take up time' when going through the steps of choice cards.
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are not behaving well.
- Refresh own thinking of the Behaviour and Relationships Policy and ensure it is kept as a living document
- Set out classroom routines in a clear and concise way for covering teachers
- Have high expectations for achievement and progress
- Respond to the needs of learners to provide the greatest chance of success – consider seating, swift sensory breaks, additional visuals or scaffolds, non-verbal communication
- Ensure children have completed sufficient work in the given time to ensure a strong work ethic

### **Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

#### **Senior leaders will:**

- Meet and greet learners at the school gate at the beginning of the day
- Be a visible presence around the school and especially at transitional times
- Use designated Senior Leadership time to be highly visible, routinely engaging with pupils particularly reinforcing expectations in shared spaces
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours

- Use behaviour data, generated from CPOMS, to target, assess and inform school wide behaviour policy and practice
- Regularly review provision for learners who need additional support and guidance
- Implement Behavioural Reflection Conversations
- Receive any children behaving inappropriately with the relevant member of staff, follow up on all behaviours in accordance with our procedures and record on CPOMS where appropriate

### **Praise and Recognition**

We recognise and reward learners who go 'above and beyond' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

We can further recognise exceptional behaviours through:-

- Lead Learner of the Week – demonstrating resilience, resourcefulness, reflection or reciprocity in learning
- Mission in Action – recognised for our Mission Statement in Action, above and beyond behaviours. Tickets will be drawn for Hot Chocolate Friday which they share with the Headteacher.
- House Points
- Pink highlights within learning or using learning as a model or example
- Highlights from Feedback Log recognising effort, progress, listening
- Being placed on the recognition board
- Excellence in English – Framed piece of writing
- Collective Responsibility tokens where the whole class has risen to a given expectation

### **High Five**

Each week culminates with our High Five Activities - a celebration of all children's efforts and contributions during the week. We are mindful that so many children do so many good things which may go unnoticed and we want to recognise this. Children do not miss High Five as a consequence.

### **Collective Responsibility**

We hope to nurture the sense of community through Collective Responsibility. Each class identifies an area that they hope to develop across the whole class and when this is done, it is recognised by adding one token to their collection e.g. marble, ball, jigsaw piece. When the number of tokens equals the number of children in the class, this is celebrated through a prior-agreed treat.

### **Lunchtime Ambassadors**

School lunchtimes take up a significant proportion of the week so it is important that high standards are maintained throughout this time.

Two children from each class are chosen on a weekly rota. They should:-

- Meet with the class teachers weekly to have expectations reinforced

- Wear lunchtime cap to show responsibility
- Encourage peers to show manners and respect
- Encourage peers to leave tables ready for the next class
- Encourage peers not to waste food
- Ensure all children are included at lunchtime
- Recognise positive lunchtime behaviour
- Encourage the use of indoor and outdoor voice where appropriate
- Ambassadors to thank catering staff before they leave the hall
- Feedback to teachers

### **School Uniform**

High standards of uniform and dress are a firm part of our Behaviour & Relationships Policy as they convey a 'togetherness' which we work to achieve. Children should be reminded to:-

- Wear full Winter/Summer uniform as appropriate
- Wear black shoes
- Keep long hair tied back
- On health and safety grounds, we do not allow jewellery in school. Children in Key Stage 2, are permitted to wear a simple stud providing they are able to remove and replace independently but these must not be worn on PE Days. Children may wear a watch but must keep responsibility for this themselves. Children are not permitted to use communication functions within Smart Watches or access WiFi.
- Children may come to school in their **full** school PE kit and trainers on PE days only. If children do not have the full kit, they may change into black shorts and white t-shirt for PE lessons.
- Children need to take full responsibility and care for their belongings and should be reminded to keep all items labelled and in the right place.
- All adults in school to be respectful and sensitive in the case of occasional issues with uniform recognising that there may be reasons for this.

### **Approaches & Procedures**

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is absolutely necessary to have some time out, every minute a learner is out of your lesson is one where they are not learning. Steps should always be taken with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see making the ordinary extraordinary. All learners must be given 'take up time' in between steps following the Choice Card Routine. It is not possible to leap or accelerate steps for repeated low-level disruption.

### **Choice Card Scenario**

Children are encouraged to manage their own behaviour from the start of their education and are provided with prompts to support this.

If an unwanted behaviour is noticed, a clear non-verbal caution delivered privately to the learner making them quietly aware of their behaviour is given alongside a visual cue in the form of a choice card. If the behaviour is corrected, remove the card quietly after a few minutes and praise the child for making a good choice – a smile, thumbs-up maybe all that is needed.

If it is not, point to the visual cue, the choice card, alongside a clear verbal caution outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are actively encouraged:

"I have given you a chance to.....think carefully about the choice you now have."

If the child makes the right choice, remove the card quietly after a few minutes and praise the child for making a good choice – this may be a simple smile or thumbs up to ensure learning is uninterrupted.

If the child's misbehaviour continues say clearly "The choice you have made is stopping yourself and others learning so you now have lost ..... minutes of your own time. This should **always** follow and **always** follow **as soon as practicable**.

Any occasions where behaviour which is considered to be unacceptable or dangerous teachers must take immediate action. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

A message is sent or a call is made to a member of the SLT for support. If a child has had to be taken out of the class or group, parents should always be informed and a record made on Arbor. Where the child's behaviour compromises the safety of others or themselves, the school may implement more serious consequences including fixed-term suspensions or exclusions

### **Reflection Time**

If reflection time is deemed necessary, the learner is asked to speak to the teacher away from others and boundaries are reset. The learner is asked to reflect on their next step. Again, they are reminded of their previous positive conduct/attitude/learning. The Learner is given a final opportunity to re-engage with the learning or follow instructions

Learners should be directed to the calm space within the classroom where possible and only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should not be exceeded – a timer may support children with this. If the step above is unsuccessful after this time, then a Senior Leader should be called.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

### **Responses to inappropriate behaviour**

Children will be encouraged to reflect on their actions and make a plan for their own improvement. A variety of behavioural reflection sheets and conversations are used according to age and need of the child. These may be sent home and if so, parents are asked to discuss these with their child and sign as part of this partnership.

Children may lose privileges in response to unacceptable behaviour. Children may

be excluded from certain activities, including representing the school in Sports Events and competitions or be asked to contribute to the school community to rebuild responsibility. This will be a school decision but will be shared by parents and carers as part of the response.

Any incidents of physical assault or bullying will be immediately referred to parents. Individual children may need further support with their behaviour and relationships which may include report systems, daily parental contact or Individual Behaviour Plans.

All sanctions will be proportionate to the circumstance, age, special educational need or disability. All actions involving physical aggression, swearing or discriminatory behaviour must be reported to the headteacher.

The school has a duty of care for all children and adults in school and decisions made may reflect this.

### **The role of parents**

Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes and continue to have a powerful influence over them throughout their school years. We believe that parents have a vital role in promoting good behaviour and relationships in school. We ask that parents strong support good attendance and punctuality instilling these values from the outset. Ensuring children arrive each day and on time, not taking holidays during term time and encouraging commitment will undoubtedly have positive effects on all children and form strong, lifelong habits.

If the school has to use reasonable sanctions, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, parents should contact the Chair of Governors and a formal grievance or appeal process can be implemented.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents must ensure that their child attends punctually and regularly.

Parents have a clear role in making sure their child is well behaved at Salesbury C.E. Primary School. Support may be needed to solve specific problems such as:-

- Ensuring children use internet appropriately adhering to age regulations of sites, Social Media and games
- Escorting children to and from school
- Ensuring consequences applied by the school are reinforced
- Supporting the key messages conveyed by the school
- Recognising that discipline may be delivered differently than home due to its size and context
- Adhering to school uniform regulations

## **Preventing Bullying**

Our work regarding bullying does not start at the point at which a child has been bullied. As a school we work proactively, gathering evidence, intelligence and information, however small, about issues which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

Every year, we have a devoted 'Anti-bullying Week' which provides a whole school focus on issues involved, raising awareness for all staff and children. Throughout the year, we have planned and unplanned activities which reinforce and complement this message. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through Collective Worship. Curriculum areas such as PSHE, Wellbeing, SRE, RE all reinforce this message and enable open conversations and discussion. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Records and logs are kept to track information and ensure action. Staff must use CPOMs to report incidents which may be considered as bullying or may lead to bullying. Systems operate in school throughout the year which encourage children to speak out. The school takes part in a range of local, national and global activities to reinforce this thinking – in 2025, this included Online Safety Week, Give Racism the Red Card Day and Anti-Bullying Week 'Power for Good'. Each year, we have our 'Prevent Day' which highlights aspects of respect and equality through focused reflection and Philosophy for Children.

## **Types of Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, online bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

## **Online Safety**

Technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone. Electronic communication helps teachers and pupils learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people should have an entitlement to safe internet access at all times. Pupils are responsible for using the school ICT systems in accordance with the Acceptable Use Policy, which they will be expected to sign before being given access to school systems. They will be expected to know and understand school policies on the use of mobile phones, digital cameras and handheld devices. They

should also know and understand school policies on the taking/use of images and on online bullying. Children should increasingly understand the importance of adopting good online practice when using digital technologies out of school and realise that the school's Online Policy covers their actions out of school, if related to their membership of the school.

Parents/Carers play a crucial role in ensuring that their children understand the need to use the internet/mobile devices in an appropriate way. The school will therefore take every opportunity to help parents understand these issues through parents' evenings, fortnightly messages on the school newsletter, website and social media. We do expect that parents will reinforce the age regulations on different platforms and not allow children earlier access, we also request that parents support the school in the use of mobile phones. If children do access age-inappropriate material, this may be deemed to be a safeguarding issue and responses may be followed as such. Primary aged children need clear boundaries when using mobile phones and technology – they need protecting from sites, games and social media which could expose them to inappropriate material; they need time limiting on any device to ensure wellbeing, balanced lifestyle and sufficient sleep. Acceptable Use Policies are revised regularly to reflect current guidance and reflect a range of ages and needs within school. Children are asked to sign these annually.

### **Recording Bullying**

If a child threatens, hurts or bullies another child, the class teacher records the incident using CPOMs, informs senior leadership who will follow it up appropriately with the child/children involved. CPOMs should be submitted to a Senior Leadership within the same school day, or within 24 hours. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. All staff are actively encouraged to deter any behaviour which could be deemed as bullying. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear and feel safe.

We aim to reward positive behaviour and relationships and encourage children not to retaliate if they are attacked verbally or physically. If children cannot handle a disagreement themselves they should ask a teacher or adult in school to support their resolution.

Deliberate injury is forbidden under any circumstances, including self-defence, and a single instance of this is regarded as a serious matter. The correct remedy in all these situations would be to report the matter to an adult. This action may differ from advice given to children out of school, but if we are to maintain high standards of behaviour and relationships in a large community, within a Christian ethos, retaliation is not to be accepted and the correct procedures must be followed.

The class teacher discusses the school rules with each class and reinforces the rules at least half-termly. In this way, every child in the school knows the standard of behaviour that we expect in our school.

## Screen & Search

As a school, we encourage the respect of each other's property and personal belongings. Children have their own personal lockers to store their belongings which are labelled, 'Please respect the property of .....'

However, searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. The headteacher and staff authorised by the headteacher have the statutory power to search where they suspect a pupil has weapons, illegal substances, inappropriate items, alcohol or stolen items.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

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, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;

- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

Searches will be made away from other pupils but on the school premises except when on a school visit. The member of staff conducting the search will be of the same sex as the pupil being searched. Another member of staff will be there as witness.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. However, if there is a perceived risk to immediate harm, searches may be carried out as a matter of urgency and procedures recorded swiftly. If the member of staff still considers a search to be necessary, but is not required urgently, they should 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 should be supervised and kept away from other pupils. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in paragraph 3, but not to search for items which are identified only in the school rules. It may be necessary to involve the police.

The authorised member of staff may search outer clothing, pockets, possessions, bags, desks or lockers. Outer clothing is not worn wholly next to the skin. If a strip-search is deemed necessary, the police may be called but this decision will be based on a thoughtfully considered response to the situation.

Parents will always be informed of any search for a prohibited item listed in paragraph 3 that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

### **Confiscation of property**

Staff can confiscate, retain or dispose of pupil property in reasonable circumstances as part of consequences or if the item poses a risk to staff or pupils;

- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.

Any weapons, drugs or stolen items will be passed to the police without question.

## **Use of reasonable force**

The use of reasonable force is a power which applies to all staff in school as lawful use of the power is a defence in legal action. Reasonable force may be used as a last resort where the safety of others is compromised and will, at all times, be proportionate to the incident/pupil/age/needs.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. 'Reasonable in the circumstances' means using no more force than is needed.

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline. The school will make reasonable adjustments for disabled pupils and pupils with special educational needs. Reasonable force can be used for control and restraint. For example: blocking a pupil's path, standing between pupils, preventing damage to property, leading a pupil by the arm out of a classroom. This will always be in the best interests of safety of the child or others and will always be communicated to parents.

## **Beyond the school gates**

Salesbury C.E. Primary School enjoys a good reputation within the school community. We will endeavour for this reputation to continue. We therefore may exercise our statutory power to reasonably discipline pupils for misbehaving outside of the school gates. This may be applied when the child is involved in a school activity, travelling to and from school, wearing school uniform and also when identifiable as a pupil of the school. This is because poor behaviour outside of school could have repercussions within school, it may pose a threat to another pupil or member of the public and adversely affect the reputation of our school. Part of our school ethos is for children to do the right thing and make the right choices even *when nobody is watching!*

## **Fixed-term Suspensions and Permanent Exclusions**

The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and staff can work in safety and are respected.

Only the Headteacher has the power to exclude a child from school. Decisions will be made by taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. 2. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher,

including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful; reasonable; fair; and proportionate.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A suspension can also be for parts of the school day e.g. lunchtimes. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Reintegration meetings will be held following suspension or time in Pupil Referral Units. We will consider what support is needed to help the child return to mainstream education and meet the expected standards of behaviour

### **Permanent exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently will only be taken in response to a serious breach or persistent breaches of this policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### **Inclusion**

Our Behaviour and Relationships policy is written in respect of all our children, however there are times when children with emotional/behavioural difficulties need further support and adaptation to enable inclusion and access to the National Curriculum and wider school life.

We will use our best endeavors to meet the needs of all our pupils making adjustments where we possibly can without risk to the safety of children or staff. We may deploy strategies which are different to the strategies used for the majority of pupils and we will consider the needs and age of the child. It is paramount that all professionals who share in the life and work of the school, have an understanding of particular behavioural and emotional needs pertaining to individual children and share in the commitment to doing everything we can to include all children in our school recognising that sometimes we have to work harder and differently with different children.

- Nurture Group – this may be provided to support children who need a little extra emotional support to access teaching and learning providing a positive start to the new day. This is used as and when required by some pupils or regularly by others.
- Referral to outside agencies for specialist advice and support e.g counselling, Acorn Psychology, LA psychologists, CFWS, CAMHs, SENDIST
- Anger management strategies
- SEN referral – Learning Plan formulated and strategies to support
- Educational/Clinical Psychologist referral

- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Regular meetings with parents
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Individual Behaviour and Relationships Contracts
- Individual therapies – ELSA, Lego Therapy, Talking and Drawing Therapy
- Circle of Friends
- Specialist Resources

## **Equality**

Our Equality Duty ensures we:-

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

In accordance with the act, we will ensure that we do not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way we provide education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. All children are to be treated equally regardless of race, culture, gender, ability or age. Staff should be aware of differences before tackling behaviour. Staff should listen to pupils' perspectives; speak calmly rather than shouting; avoiding language that might humiliate. Rules relating to school uniform and appearance should take appropriate account of the cultural and/or religious needs of particular groups of pupils and also bearing in mind there could be reasons for these differences.

We will make reference to the Equality Act to support our thinking and our actions.

## **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The policy is reviewed at least annually in line with Anti-bullying Week but may be reviewed more often in response to local/national information or school self-evaluation.

The school keeps records concerning incidents of behaviour. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The Senior Leadership Team meet weekly and will analyse information with an objective lens and from multiple perspectives – school level, staff level, pupil level.

### **Complaints (see separate Complaints Policy)**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension will not be an automatic response when a member of staff has been accused of using excessive force and reference will be made to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought. We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

**This policy has been updated in accordance with current operational procedures in November 2025 with further amendments in March 2026.**