

BEHAVIOUR & DISCIPLINE POLICY

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1 Aims

This policy aims to:

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

2 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, 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

The school reserves the right to exert its jurisdiction relating to incidents outside of school, in line with DfE guidance. We define reasonableness as including, though not limited by, issues that are linked to school; behaviour on school transport; behaviour where the pupil is identifiable as a pupil of the school; issues that could cause harm or detriment to members of the school's community.

3 Statement of Behaviour Principles

Our belief is that the school must be a place where every member of staff and every pupil has the right to pursue the agreed objectives of the school without threat or hindrance. The school behaviour policy has therefore been written to enrich the way in which all members of the school community can live and work together in a mutually supportive way. This is set out in the Home School Agreement.

We promote this through:

- Fostering a sense of community
- Providing a warm and supportive climate
- Involving the whole community in establishing rules and expectations
- Celebrating success
- Praising positive behaviour
- Maintaining high expectations
- An emphasis on Safeguarding and safety

The school has rules that are intended to promote good relationships so that we can work together with the common purpose of learning. The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our community.

3.1 Vision - Children make their....MARK

We base our behaviour management system on our 'Children make their MARK' vision.



We encourage our children to strive to meet the vision of MARK through their personal conduct, work ethic and social relationships. These 4 values - are taught, recognised and rewarded through classroom learning, assemblies and extra-curricular activities/trips. We aim for them to help our children become the best possible version of themselves so they can contribute positively to the school and wider society. The core aim is for the children to make good choices.

3.2 Class / School Rules

In addition to the school rules being reinforced at the beginning of each year, the classes formulate their own rules for their classroom that the children all agree to follow. These outline the explicit behaviours that show respect and care towards one another and promote an appropriate environment for learning.

The school doesn't have an exhaustive list of rules, but those that are in place are to protect everyone so they can enjoy a happy and productive learning/work environment and achieve their full potential socially and academically. The school rules are detailed in Appendix 1 and apply at school, on journeys to and from school, on trips and visits and at any time when the child is identifiable as a member of the school community and could therefore be considered as bringing the school's reputation into disrepute.

4 Rewards And Sanctions System

4.1 Rewards

All adults in school praise children for good behaviour in a variety of ways:

- Congratulate and encourage each child verbally.
- Stickers.
- Showing and telling good news to each other and about each other.
- Giving certificates for achievement and effort during assembly.
- Recognition awards for children displaying MARK.
- Termly Executive Headteacher awards.

4.2 Sanctions

If a child breaks a class/school rule or intentionally breaks a MARK value, the teacher may employ a range of strategies, depending on the circumstances and nature of the behaviour. All behaviours are recorded by staff on our online platform and are monitored frequently by SLT so that patterns and trends can be quickly spotted and interventions put in place to support positive change.

The teacher, in consultation with the Executive Headteacher or Head of School (as appropriate) may, but not limited to:

- Give a simple verbal reminder of the rules/behaviour expected (which value is being broken and how they can rectify it).
- Give a verbal warning (which value is being broken and how they can rectify it).
- Time out to neutral space for a time limited period.
- Remove all or some of a child's break/lunchtime play.
- Complete work at playtime or lunchtime.
- Removal from classroom to work in a quiet space or another classroom.
- Banned from school clubs/trips.
- Loss of privileges – for instance, the loss of a prized responsibility.
- School-based community service, such as tidying a classroom or litter picking.
- Referring the pupil to a senior member of staff.

- Letter or phone call home to parents when there are concerns, even low level.
- Agreeing a behaviour contract/ putting a pupil 'on report'.
- Internal isolation.
- Fixed term suspension or permanent exclusion (this would be a last resort and only can be issued by Executive Headteacher or in their absence Head of School)

An example of unacceptable behaviours and their possible sanctions are laid out in Appendix 2.

All children start the day with their names on green symbol (ready to learn). If a child breaks the school rules, they receive a verbal warning stating the unwelcome behaviour and giving them a chance to stop the behaviour. If it continues their name is moved from the green symbol into the orange symbol (Think about it). If the child then receives a further warning for unwelcome behaviour, then this may result in their name being placed on the red symbol (time out).

If the child is placed on the orange symbol, they will miss a few minutes of their next playtime. In addition, their name is recorded by the class teacher. If the child is on the red symbol, they will miss their play time and parents will be informed. Again, a record of this is kept. In Early Years, the children receive a 5 minute 'time out' sanction. A record of this is kept, in line with other classes.

A child, by making good choices can move in a positive direction at any time, but each child will automatically reset to green after break & lunch.

In addition, there are silver and gold star symbols. Children move onto these for exceptional behaviour, work ethic or kindness. This may be recognised with a sticker or certificate if it is a regular achievement.

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. Staff have received STEPS training and will apply this approach to interactions with the children.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Where pupils have persistently struggled to manage their behaviour an appropriate risk assessment will be put in place to support the individual and the school community.

4.3 Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Was the pupil 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.

4.4 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

4.5 Pupils with an Education, Health and Care (EHC) Plan

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

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

5 Bullying

5.1 Rationale

The aim of this Anti-Bullying section is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

5.2 Definition

Bullying is anti-social and affects everyone; it is unacceptable and will not be tolerated and may result in a suspension or permanent exclusion.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time.

Type Of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, biting, spitting, taking another's belongings, any use of violence
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

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils will also be encouraged to report bullying in school or online.

5.3 Aims

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through clear teaching of Personal, Social, Health and Economic (PSHE).
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

Pupils are encouraged to report any concerns they may have about behaviour in school.

5.4 Procedures

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by a member of staff.
- A clear account of the incident will be recorded and given to the Head of School.
- The Head of School will interview all concerned and will record the incident.
- Class Teachers will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned in accordance with the behaviour policy.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Informing parents or carers
- Restoring self-esteem and confidence.

Pupils who have bullied others will be helped by:

- Discussing what happened so they can understand the choices they made.
- Establishing what they could do if in a similar situation in the future.
- Discussing the consequences for themselves and their victim.
- Informing parents or carers to help change the attitude of the pupil.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies, theme weeks and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Staff Responsibilities

- To implement procedures to confront bullying in any form.
- To listen to all parties involved in incidents.
- To investigate as fully as possible.
- To take appropriate action or refer the matter to the Head of School for further action.
- To record (on the schools system) and inform parents or carers of bullying incidents.
- To promote the use of a range of teaching and learning styles and strategies which challenge bullying.
- To foster by example the values we as a School believe in.
- To promote the use of interventions which are least intrusive and most effective.
- To retain records for monitoring purposes.

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. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

6 Restraint of pupils

Restraint of pupils is broken into two sections:

6.1 Unplanned physical restraint of pupils

The physical restraint of pupils, for the safety of themselves and others in an emergency situation, as shown below.

- It is recognised that staff have a legal right to use reasonable force to prevent a pupil from injuring themselves or others.
- All staff, both teaching staff and support staff, are authorised by the Executive Headteacher to restrain pupils if necessary, using reasonable force.
- Restraint will involve appropriate physical contact and force, but does not include corporal punishment. Based on the STEPS approach.
- This reasonable force will only be used in cases where in the judgement of the staff involved, there was no other way of preventing the pupil from causing damage to themselves or others.

Restraint is never appropriate to maintain order and discipline in the classroom, acceptable sanctions for this are set out elsewhere in this Policy. All incidents will be recorded, and parents informed in writing.

6.2 Planned restraint of a pupil

The planned restraint of a child, such as, holding their hand whilst crossing a road will form part of an individual behaviour plan or risk assessment to ensure the well being of everyone. Whilst the children are in the care of the school, staff will endeavour to act in the best interest of the children, which may include, holding a hand, or a guiding hand on shoulder to prevent an accident.

6.3 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 thus creating a risk that this property could be used to harm themselves or others.
- Committing an offence.

Incidents of reasonable force must, based on the STEPS approach:

- 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.

7 Roles and Responsibilities

7.1 The role of the class teacher

Ultimately, it is the responsibility of the class teacher to ensure that the rules are enforced with their children and that their class behaves in a responsible way during the school day and on trips/visits.

In our school the class teachers have high expectations of the children in terms of behaviour and strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the rules consistently. The class teacher treats all children in their class with respect and understanding.

If a child does not follow the rules or demonstrates inappropriate behaviour the class teacher will keep a record of this and, after dealing with incidents in the agreed way, will seek advice from the senior leadership team and will discuss the behaviour with the child's parents or carers.

7.2 The role of the Executive Headteacher

It is the responsibility of the Executive Headteacher to implement the school behaviour policy consistently throughout the school, and to report to the Trust, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.

The Executive Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Executive Headteacher ensures records are kept of all reported serious incidents of misbehaviour.

The Executive Headteacher, in consultation with the Head of School, has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the

Executive Headteacher may permanently exclude a child. The Trust and local education authority will be informed.

The Executive Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Trust on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

7.3 The role of the Head of School

The Head of School is responsible for running the school in the absence of the Executive Headteacher from the site and therefore assumes the responsibility for the implementation of this policy under these circumstances. Whilst permanent exclusions remain the sole responsibility of the Executive Headteacher, the Head of School is able, through liaison with the Executive Headteacher, to issue a fixed term exclusion.

7.4 The role of parents

The school works collaboratively with parents and carers, so children receive consistent messages about how to behave.

We expect parents and carers to support their children's learning, and to co-operate with the school, as set out in the home-school agreement. We work hard to build a supportive dialogue between home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

We recognise how important regular dialogue with parents and carers is in dealing with the behaviour of their child. We welcome their input in working with the school to resolve issues which may arise. If parents or carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. If it remains unresolved, they should contact the Executive Headteacher. If these discussions cannot resolve the problem, the family should be directed to the schools' complaints policy.

7.5 The Role of Trust

The Trust have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Trust support the Executive Headteacher in carrying out these guidelines.

The Executive Headteacher and the Head of School have the day-to-day authority to implement the school behaviour and discipline policy, but the Trust may give advice to the Executive Headteacher/Head of School about particular disciplinary issues. The Executive Headteacher/Head of School must take this into account when making decisions about matters of behaviour.

8 Exclusions

8.1 Fixed-Term Suspension and Permanent Exclusions

Only the Executive Headteacher has the power to exclude a pupil from school, in the absence of the Executive Headteacher from the premises, they will delegate this authority to the Head of School. The Executive Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this.

If the Executive Headteacher suspends/excludes a pupil, they must inform the parents or carers immediately, giving reasons for the suspension/exclusion. At the same time, the Executive Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the Trust. The school informs the parents or carers how to make such an appeal.

The Executive Headteacher informs the Local Authority (LA), and the Trust about any permanent exclusion, or suspensions.

The Trust itself cannot either suspend/exclude a pupil or extend the suspension period made by the Executive Headteacher.

If parents submit an appeal the Trust will convene an appeal panel. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Trust appeal panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

9 Searching

9.1 Searching, screening and confiscation

The school has a statutory obligation to manage the health and safety of staff, pupils and visitors and ensure that school discipline is maintained. Under this authority we reserve the right to search and screen pupils under the following circumstances and to confiscate items as described below.

9.2 Searching with consent

- We can search pupils for any item with consent from the pupil.
- Parental or carer permission or pre-notification is not required.

- We do not require written formal consent in advance of a pupil search; it is enough for a teacher to ask the pupil to turn out their pockets, empty their bag and allow access to a search of their coat or personal possessions.
- 2 adults would always be present for a search.

9.3 Searching without consent

- If a member of staff has reasonable grounds to suspect that a pupil is in possession of a banned item, a pupil can be instructed to undergo a search without consent.
- Parental or carer permission or pre-notification is not required.
- 2 adults would always be present for a search.

9.4 Searching guidelines

- The Executive Headteacher/Head of School and any staff authorised by them have a statutory power to search pupils and their possessions with or without consent where they have reasonable grounds for suspecting that the pupil may have one of the prohibited items.
- A prohibited item is something that the Executive Headteacher/Head of School has stated should not come into school or is listed by the government as a banned item for legal reasons.
- A pupil refusing to co-operate with a search will be subject to disciplinary measure by the school.

9.5 Prohibited Items

The list of prohibited items:

- Knives, bladed items, weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarette papers.
- Fireworks.
- Pornographic images.
- Any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage property.
- Mobile phones or other electronic devices that can take a photo or cameras.

9.6 Support after a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

9.7 Strip Searches

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.

9.8 Communication and record-keeping

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 a 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.

9.9 Who will be present

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.

9.10 Care after a strip search

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 take any preventative approaches needed.

9.11 Confiscation

- School staff can seize any prohibited item found as a result of a search.
- School staff can also seize any item found which is considered to be harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police.
- Depending upon the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.
- Confiscated weapons, knives or bladed items, items believed to be stolen, and illegal drugs will be passed onto the police or disposed of by the school.
- Mobile phones will be held safely until collected by parents or carer.

9.12 Zero-Tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

Sanctions for sexual harassment and violence may include a range of sanctions, which could include, but not limited to the loss of privileges, suspension or permanent exclusion.

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 safeguarding policy for more information.

9.13 Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips).
- Travelling to or from school.
- Wearing school uniform.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- 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 the staff member (e.g. on a school-organised trip).

9.14 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 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 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, 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 safeguarding policy.

10 Appendix 1

Burston & Tivetshall Primary Schools School Rules

Our school rules are simple and easy to understand. They focus on behaviour in class, around school and in the playground.

10.1 Classroom & in school building rules:

- Try your best with all learning activities and have a positive learning attitude.
- Use kind words and a quiet, friendly voice towards everyone.
- Be friendly, cooperative and care for each other.
- Be polite to staff, other children and our visitors.
- Keep hands, feet, mouth and objects to yourself, don't use them to hurt or distract other people.
- Always walk quietly in and around school.
- Take turns to learn and share.
- Leave personal toys and jewellery at home.
- Always ask permission to leave the classroom.
- Hold doors open for people and wait your turn.
- If someone gives you something, smile and say, "Thank you".
- Say "Please" if you would like something.
- If someone is speaking, listen to them carefully, wait until they have finished speaking or say "Excuse me" if you desperately need to interrupt.
- Always do as you are asked by all staff in school straight away.
- Always concentrate on the task you are doing so others can do the same.
- Help each other to tidy up after lessons.
- Take care of all books and equipment.
- Take care of the school building and furniture.
- No prohibited items allowed.

10.2 Playground rules:

- Keep harmful hands, feet, mouth, objects and comments to yourself.
- Play sensible games that everyone can enjoy in the playground where you are supposed to be.
- Always avoid kicking, biting, picking other children up and play fighting.
- Respect other people, their belongings, school equipment and the grounds.
- Always walk when moving into and out of the school building.
- Always do as you are asked by all staff straight away.
- Follow the instructions carefully for safe use of the outdoor climbing equipment and play equipment.
- Help put all equipment away at the end of social time.
- Footballs (and similar) can only be used at the discretion of staff.
- Immediately stop and stand still quietly when the bell/whistle is used. Wait to be told to move into the lines for returning to the school building.

11 Appendix 2

Burston & Tivetshall Primary Schools Behaviour Sanctions

Level	Examples of inappropriate behaviour	Possible sanctions NB this list is not exhaustive. All circumstances will be considered on an individual basis	Staff involved
1	Forgetting homework. Low level disruption/silliness. Lack of effort.	Give a simple verbal reminder of the rules and behaviour expected. Give a verbal warning of possible consequences if behaviour continues. Time out. Remove a child's break/lunchtime play. Complete work at playtime. Removal from classroom to work in a quiet space or another classroom for a limited time. Name moved down on behaviour colour chart.	Teaching Assistant Class Teacher
2	Failing to follow instructions, preventing the learning of others. Rough play or deliberately hurting others. Persistent low level disruption/silliness. Vandalism or damage to school property. Disruption in lessons. Rudeness to staff. Bringing into school and/or using items banned by the school. Bullying (including online). Swearing at another pupil. Sexualised behaviour (amber/problematic).	Working out of the classroom. Time out. Missing playtimes and lunchtimes. Completing work during playtimes and lunchtime Banned from clubs and trips. Parental or carer involvement.	Teaching Assistant Class Teacher Head of School

3	Swearing at a member of staff. Persistent/aggressive swearing at another pupil. Persistent disruption of others learning More serious or persistent vandalism/damage to school property. Persistent refusal to follow instructions. A physical assault on another pupil or adult. Bringing into school and/or use of prohibitive items. Persistent bullying. Sexualised behaviour (amber/red/problematic/harmful).	Parental or carer involvement. Working out of the classroom. Banned from clubs and trips. Isolation Suspension or permanent exclusion. Part time timetable, with appropriate discussion with other agencies.	Head of School Executive Headteacher
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This list is not intended to be exhaustive and includes a number of examples. The school will always consider what is the most appropriate actions for all involved.

Sanctions will always try and be as appropriate as possible to support the improvement in behaviour (natural consequences).