

Lydney Church of England Primary School



‘A caring Christian community where every child achieves a love of life and learning’

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

BEHAVIOUR 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 fairly and appropriately to all pupils and their individual needs
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Ensure all staff recognise that behaviour is a form of communication
- To create a safe, consistent, and supportive environment where all staff are trauma-informed and understand the impact of adverse experiences on behaviour

2. Introduction

The Behaviour Policy at Lydney Church of England School is informed by our Christian vision and values (Trust, friendship, respect, forgiveness, courage and truthfulness) which underpin every aspect of the community's life and work, including the curriculum. Children spotted living out our values receive a certificate in our weekly celebration.

Our vision is to be a caring Christian community where every child achieves a love of life and of learning.

We aim to create a caring, confident and inclusive community in which we all value each other's life ambitions through creative and inspirational learning.

The Parable of the Good Samaritan: Luke 10:25 – 37, is the foundation of our vision.

Lydney Church of England school believes that:

- All children are capable of good behaviour.
- Children behave better in class when the curriculum is relevant, exciting and challenging.
- Rules, rewards and consequences work best when all adults in the school community apply them consistently.
- All adults have a responsibility to model as well as teach good behaviour and communication.
- The physical environment of the school impacts on behaviour.
- A school community should be caring, responsible, and tolerant, operating within an agreed framework.
- Relationships between adults and children are vital in promoting positive behaviour (connection before correction).



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Our main aims therefore are:

- To implement a structure that recognises and enhances good behaviour and minimises disruptive behaviour.
- To follow our school vision of loving our neighbours as we do ourselves
- To show respect for the children and all members of the school community in how we talk to and treat each other and to treat others how we ourselves would like to be treated.
- To prepare pupils for life in Modern Britain and to have a culture of zero tolerance to racism, sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- To promote self-worth by being able to separate the child and the behaviour.
- To help children develop self-discipline and a sense of personal responsibility.
- To create a safe, secure and stimulating environment within which children can learn and play.

3. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 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](#)
- [Restrictive intervention including the use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.



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4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Child on Child abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (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 clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, (includes pseudo-images which are computer generated images that otherwise appear to be a photograph or video) or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Misogyny/ Misandry
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E Cigarettes or vapes



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- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing and Tackling Bullying, Advice for Headteachers, Staff and Governing Bodies, DfE, 2011 p.4)

We take all forms of bullying seriously and they are dealt with appropriately. We understand that bullying can take place between pupils; between pupils and staff, or between staff. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

For full details, please refer to the anti-hate and bullying policy; www.sfat.uk/policies

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, threatening behaviour
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)



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TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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 devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Everyone has the right to be treated with respect and kindness, no one deserves to be a victim of bullying and those who are bullying need to learn different ways of behaving.

All governance, teaching and non – teaching staff, pupils and parents/carers should be assured that they will be supported when bullying is reported:

- To implement procedures to confront bullying of any form.
- To listen to all parties involved in incidents.
- To investigate incidents promptly and as fully as possible.
- To take appropriate action and refer to a member of the SLT as appropriate.
- To share with parents/carers of the victim and bully, incidents of serious and/or persistent bullying.
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- To discuss/report incidents with other agencies and organisations when appropriate and make referrals to those organisations when appropriate.
- To implement a range of follow-up support/interventions appropriate to the situation.
- To liaise with the wider community if the bullying is taking place of the school site.
- To monitor the effectiveness of actions taken and reassess/ take more actions if appropriate.
- Liaise with the Designated Safeguard Lead if there are safeguarding issues or concerns – a DSL may refer to MASH.



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6. Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a pupil:

- is frightened of walking to or from school or changes route to school.
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school and there is a drop in attendance
- becomes withdrawn or anxious or lacking in confidence
- changes in behaviours and/or routine

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

7. Strategies for Preventing Bullying

- An active school council with representatives from each year group
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- A robust RSHE curriculum for all year groups
- Specific curriculum inputs for online safety and cyber bullying
- Weekly celebrations
- Pupil voice
- Positive Plan/ELSA support / Play Leaders / School Listening Post
- Parent events and training
- Clear anti-bullying policy
- Regular staff training and development
- All staff model expected behaviour

8. Procedures

- Report bullying incidents to any member of staff or a member of the SLT.
- In all cases of bullying, the incidents will be recorded by staff on CPOMS and treated seriously.
- In particular cases parents/carers should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate the police will be consulted.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.



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- Help will be given to the perpetrator/bully (bullies) to support them to change their behaviour.

9. Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may also take place.
- Counselling (Listening Post, SLT, other)
- Use of home / school communication books
- Use of reasonable and appropriate consequences
- Involvement of external agencies
- Monitoring by teachers/SLT
- Formal recording (racism/homophobia)
- Liaison with parent/carer/social worker
- In serious cases suspension or exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

10. Roles and responsibilities

10.1 The Local Academy Committee

The Local Academy Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

10.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy with the Local Academy Committee
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied appropriately to 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



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- 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 consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy ([see Section 26](#))

10.3 Teachers and Staff

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
- Model forgiveness and the possibility of restoration and a new beginning in their relationships both with adults and children
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Recognise hidden stressors for vulnerable pupils such as young carers, or Looked After Children to ensure empathetic and supportive responses to their behaviour.
- Use de-escalation strategies and positive behaviour management strategies to try to minimise the need for restrictive intervention

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

10.4 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



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- 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.

10.5 Pupils

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

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

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

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

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

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

11. School Behaviour Curriculum

At Lydney Church of England school we wish to create a community that is caring, responsible and tolerant.

Children are expected to:

- Come to school ready to learn by being on time and having the correct equipment
- Respect staff, other children and visitors
- Use polite language and respectful language
- Follow instructions first time
- Cooperate with others
- Listen carefully and work to the best of their ability



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- Move around the school sensibly and care for our environment.
- Aim to 'self-regulate' their own behaviour

As a result, children will:

- Build strong relationships
- Experience what it means to live as a member of an open, generous and forgiving community
- Benefit from a calm and secure learning environment
- Learn strategies to recognise and name emotions and self-regulate
- Support the school in keeping others safe.
- Be fully involved in regular reviews of the Behaviour Policy (through School Council, etc.)

12. A Consistent Approach to Behaviour Management

We value the range of personalities within the staff and children and acknowledge that the relationships that staff build with children are key to maintaining good behaviour. As children develop, predictable responses to their behaviour from adults help them to develop personal responsibility.

12.1 School Leadership

The Senior Leadership Team (SLT) takes a 'lead from the front' approach to behaviour management in the school. SLT monitors implementation of the behaviour policy and supports staff members through a regular presence around the school at key times such as the beginning and end of the school day, break times and lunch times, where possible. However, leadership that promotes and encourages good behaviour is also shared amongst all staff through appropriate role modelling.

Senior leaders and teaching staff will use assemblies to reinforce expectations for behaviour within the school and focus on values and social skills that are important in children's lives. This ensures that all staff, will be able to exercise their individual responsibility in the implementation of the school's behaviour policy.

12.2 Classroom Management, Learning and Teaching

Our school will continue to provide a balanced, stimulating curriculum that meets the learning needs of all our children. The curriculum is responsive to the learning styles of the children and evolves to follow their interests and lines of enquiry.

Our school rules are 'Be Ready, Be Respectful, Be Safe' (Appendix 1) and these are displayed in class and around the school. Our school rules are linked to both our vision and values.

Our rewards and consequence systems operate across the school at all times during the school day. All staff members are responsible for familiarising themselves with and being guided by the behaviour policy, which must be implemented consistently in line with the principles above.



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12.3 Rewards (Appendix 2)

We believe that consistent and varied praise, supported by a range of reward systems is a key means of promoting positive behaviour in our school communities. Teachers are encouraged to use a mixture of private and public praise with children.

Classes will use a reward jar system to work towards a treat. Treats will take place at the end of each long term. Children will be awarded raffle tickets, which will go into a weekly draw to win hot chocolate/ice lollies with the SLT. We have a Treehouse system, which comprises of children across all classes and they can earn Treehouse points for their behaviour and learning. The Treehouse with most points at the end of a term will be rewarded.

The lunchtime supervisors will implement the Treehouse systems in conjunction with the rest of the school.

12.4 Consequences

The consequences will be appropriate to the incident and monitored for any further reoccurrence. See Appendix 3. Consequences should happen privately. They will be decided upon by the member of staff who is dealing with the incident using the behaviour ladder (Appendix 4) in the first instance. If the behaviour persists, or a child is non-compliant with the sanction, the case will be escalated to SLT and then if necessary to the Headteacher in the line with the behaviour ladder. Any incidents of a serious nature should be passed straight to SLT or the Headteacher and the parent/guardian will be informed.

The school will try to avoid exclusions, but there may be isolation within school. If the behaviour is persistent and serious, then short-term exclusions will be considered as would any permanent exclusion, and would advance through the correct procedures.

12.5 Staff Development and Support

The SLT will be responsive to the professional development needs of all members of staff with regard to behaviour management skills including:

- Pupil support systems
- Liaison with parents and other agencies
- Behaviour strategies and the teaching of good behavior
- Managing pupil transition
- Organisation and facilities
- Support for families

Where appropriate the school works alongside parents and families to address behaviour concerns. Support for parents/carers forms part of our Offer of Early Help.



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13. Mobile phones

Children are allowed to bring mobile phones to school but must hand them to a member of staff at the office on arrival to be kept safely during the school day. Whilst the school will take every reasonable care it accepts no responsibility whatsoever for the theft, loss or damage of mobile phones. It is recommended that pupils' phones are password protected. Children are prohibited from using mobile and smart devices during the school day. Any mobile phones discovered to have been brought into the school and not handed in to the office will be confiscated immediately. Children are not allowed to carry mobile phones on any school trips. Consequences for having a mobile phone in school will be in line with our behaviour policy.

14. Responding to Behaviour

14.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Have their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Teach children to self-regulate

14.2 Safeguarding

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

Specific circumstances such as being a young carer, Looked After Child or living in a vulnerable household can have significant impact on behaviour.

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



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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;

www.lydneycofe.co.uk/policies

14.3 Responding to Good Behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents at the end of the day, via a phone call or in writing
- Certificates, stickers, recognition in weekly celebration worship
- House points and raffle tickets
- Positions of responsibility
- Whole-class or year group rewards, such as a popular activity

14.4 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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use restrictive intervention (Please see our policy on the use of restrictive intervention for more detail on prevention and de-escalation strategies). www.sfat.uk/policies

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 consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following consequences in response to unacceptable behaviour:



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- A verbal reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of some break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

14.5 Child-on-Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

15. Restrictive Intervention Including the Use of Reasonable Force

Our approach to restrictive intervention/reasonable force follows the DFE’s latest guidance. Reasonable force covers a range of actions used by staff that involve a degree of physical contact to restrain, using no more force that is needed for the least amount of time. The application of restrictive intervention will depend on the circumstances. All members of staff have a broad duty to use reasonable force, in certain situations, 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



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- 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
- Staff have a legal duty to record and report all:
 - Significant incidents involving force
 - Seclusion incidents
 - Restraint incidents

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.

Restrictive intervention should never involve restraining a pupil in a way that affects their airway, breathing or circulation for example by covering their nose and mouth or by applying pressure to the neck or abdomen. Restrictive intervention should never be used if the pupil is on the ground. If the pupil is unintentionally held on the ground, staff should release their hold or move into another position as quick as possible.

15.1 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

The pupil will be secluded in a safe place that does not feel threatening or intimidating to them (the pastoral suite in the first instance).

The pupil will be supervised at all times, by at least 1 member of staff. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

16. Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

16.1 Confiscation

Any prohibited items (listed in section 3) 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.



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16.2 Searching a Pupil

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

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

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

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

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

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

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

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

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

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

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



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If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide 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.

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 isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

16.3 Searching Pupils' Possessions

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

- Desks
- Lockers
- 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 (listed in section 3) 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.

16.4 Informing the Designated Safeguarding Lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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.



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16.5 Informing parents

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 consequences that have been applied to their child

16.6 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.

16.7 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.

16.8 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 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).



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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.

16.9 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.

16.10 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.



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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.

17. Off-Site Misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences 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).

18. Online Misbehaviour

The school can issue behaviour consequences 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

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

19. Suspected Criminal Behaviour

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

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

If a decision is made to report the matter to the police, the headteacher will make the report.



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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

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.

www.lydneycofe.co.uk/policies

20. 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



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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 allegations of abuse against staff procedure for more information.
www.sfat.uk/policies

21. Serious consequences

21.1 Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an appropriate adult, and will be removed for a maximum of 30 minutes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Time with the listening post
- Use of teaching assistants
- Long term behaviour plans
- Pupil referral units
- Multi-agency assessment



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Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

21.2 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 consequences and interventions.

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

Please refer to our Suspensions & Exclusions policy for more information. www.sfat.uk/policies

22. Responding to Misbehaviour from Pupils with SEND

22.1 Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

The school will endeavour to anticipate and remove triggers of misbehaviour by:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher



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- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

22.2 Adapting Consequences for Pupils with SEND

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

- 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.

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. The plan might include things such as a personalised reward chart, timetabled breaks and acceptable use of fidget toys.

22.3 Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP 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 make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

23. Supporting Pupils Following a Sanction

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

This could include but is not limited to:



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- A direct conversation between class teacher or other adults that are part of the teaching team and child using pre-arranged scripts and phrases.
- A meeting with the child's guardian and the child themselves
- Daily contact with a key adult
- Daily check in with a trusted adult
- Regular contact with the listening post
- Personalised behaviour goals
- Home/school contact book

24. Pupil Transition

24.1 Inducting Incoming Pupils

The school will support incoming pupils to meet behaviour standards by 'buddying' them with a pupil to familiarise them with the behaviour expectations and wider school culture.

24.2 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.

25. Training

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

- The safe and lawful use of reasonable force and or other restrictive interventions – Team Teach (some staff)
- The needs of the pupils at the school
- How SEND and mental health needs impacts on behaviour
- Trauma informed practice and behaviour management
- Zones of regulation

Behaviour management will also form part of continuing professional development.



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26. Monitoring Arrangements

26.1 Monitoring and Evaluating School Behaviour

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 annually by the 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. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

26.2 Monitoring this Policy

This behaviour policy will be reviewed by the headteacher and Local Academy Committee at least annually, 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 Local Academy Committee.

27. Links with Other Policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Use of Restrictive Intervention policy
- Behaviour principles written statement
- Suspensions and Exclusions policy
- SEND policy



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- Online Safety policy
- Anti-bullying (and hate) policy

This policy is available on the school website: www.lydneycofe.co.uk/policies/
Paper copies are available on request from the School Office. Appendices Overleaf.



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Appendix 1: School Rules

Lydney C of E School Rules



Be Ready



Be Respectful



Be Safe



Appendix 2: School Rewards

Be Your Best at School!

SHOW GREAT BEHAVIOUR EVERY DAY

- Be kind and respectful
- Try your best in all your learning
- Listen carefully to adults and classmates
- Help others and be a great friend
- Follow school rules
- You Can Earn Amazing Rewards!

YOU CAN EARN AMAZING REWARDS!

TREEHOUSE POINTS

Earn points for fantastic effort and behaviour!

RAFFLE TICKETS

Collect tickets for a chance to win exciting prizes!

STICKERS

Receive colourful stickers to celebrate your achievements!

PRAISE

Be recognised and celebrated by adults and classmates!

VISIT TO SLT

Show outstanding behaviour and be invited to visit the Senior Leadership Team!

SHARE YOUR WORK

Have your amazing work shared and celebrated across the school!

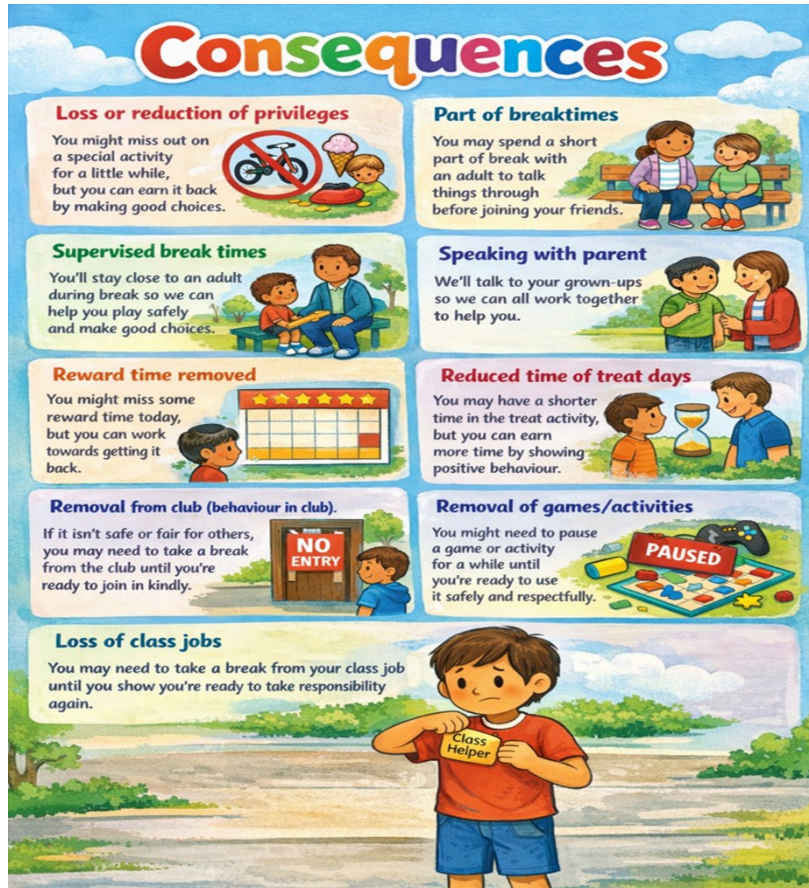
REMEMBER:
Every positive choice brings you closer to a reward!

Be Ready, Be Respectful, Be Safe



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Appendix 3: Consequences



Appendix 4: Behaviour Ladder

Lydney C of E School
Behaviour Ladder
Be Ready • Be Respectful • Be Safe

- 1 Non-Verbal Reminder**
Proximity • Gesture • Eye contact
- 2 Quiet Verbal Reminder**
State the expectation calmly.
(e.g. "Be respectful, thank you.").
- 3 Choice with Boundary**
Offer two acceptable options
- 4 Reset & Reflect**
Time to calm down and reflect on behaviour
- 5 Teacher Log & Restorative Chat**
Log concern • Parent contact
- 6 Targeted Classroom Consequence**
Loss of privilege • Re-do task correctly
- 7 SLT Referral (if needed)**
For persistent or serious behaviour

"Every behaviour is a chance to learn."