Behaviour policy and statement of behaviour principles 2026-2027

Approved by: Board of Trustees	**Date:** September 2026
Last reviewed on: **November 2026**	
Next review due by: **September 2027**	

Contents

1. Aims 3
2. Legislation, statutory requirements and statutory guidance 3
3. Definitions 4
4. Bullying 5
5. Roles and responsibilities 6
6. School behaviour curriculum 8
7. Responding to behaviour 9
8. Serious sanctions 16
9. Responding to misbehaviour from pupils with SEND 18
10. Supporting pupils following a sanction 19
11. Pupil transition 19
12. Training 19
13. Monitoring arrangements 20
14. Links with other policies 20

`

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 head teachers and school staff, 2016
- Behaviour in schools: advice for head teachers and school staff 2024
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026
- 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:

- 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.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Issues or incidents on the way to school and on the way home from school.
- Issues or incidents before the start of the school day or at home time.
- Non-completion of classwork or homework.
- Poor attitude.
- Deliberate incorrect uniform.
- Not following the 3 school rules of Polite, Ready, Safe.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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 misconduct, including but not limited to cyberbullying, harassment or impersonation, image scraping, defamation, hate text etc.
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

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

The school does not tolerate bullying of any kind. This includes the use of what might be considered as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys' etc. and would be classed as child on child abuse. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour and record details of the incident/s and the actions taken (for example; parents brought in, restorative conversations and friendship circles).

All staff undergo training in identifying bullying behaviour (included in part of induction for all new staff). Reporting Cyber Bullying is part of the ICT curriculum and reporting and recognising bullying is also part of the PSHE curriculum and included in specific Assemblies. We also reinforce how the children should interact with each other through our Character education on values.

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- Reports can be made by children, to a trusted adult, by staff to a class teacher, phase leader or Senior Leader.
- Parents can report bullying to any member to school staff including the class teacher, phase leader, Senior Leader, Family Worker and the front office.
- Reports can be made in person, on the telephone or via email.
- Children can also use the Worry Box in their classroom.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate. ·
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The head teacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
- Incidents that occur online or outside of school will be investigated as above.
- Sanctions for bullying will be issued as appropriate, all children will be supported and parents/carers informed.
- All staff undergo training in identifying bullying behaviour (included in part of induction for all new staff).
- Reporting Cyber Bullying is part of the ICT curriculum and reporting and recognising bullying is also part of the PSHE curriculum and included in specific assemblies
- Anti-bullying is taught through different areas of the whole school personal development curriculum – this includes Personal Social Health Education, Relationships and Health, the school Assembly programme and the Behaviour Curriculum.
- We also reinforce how the children should interact with each other through our Character education on values and our implementation of Polite, Ready, Safe.
- Bullying incidents are reported to the DSL, the Head teacher and to the governing body. The DHT resp. for Behaviour.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring the effectiveness of this policy, ensuring it meets statutory requirements and holding the head teacher to account for its implementation.

In line with the July 2026 statutory guidance on suspensions and permanent exclusions, the governing board must also routinely scrutinise data on pupil movement. This includes challenging and evaluating the levels and characteristics of pupils leaving the school through permanent exclusion, removal from the admission register, off-site direction, or any other form of pupil movement, to ensure such actions are only taken when necessary as a last resort. The governing board should consider the cost implications of directing children to be educated off-site and whether there are patterns in the reasons or timing of moves. In a multi-academy trust, the trust board may also consider patterns across academies.

5.2 The Head teacher

The head teacher is responsible for:

- Reviewing and approving this behaviour policy
- 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 sanctions are applied consistently 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
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 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
- 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 (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 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
- 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.

5.5 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.

6. School behaviour curriculum

Pupils are expected to:

- Follow our 3 simple rules – Polite, Ready, Safe.
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

- In class, make it possible for all pupils to learn
- Move quietly and safely around the school
- Follow our guidance on 'Wonderful Walking' at all times
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Mobile phones and smart devices are not permitted in school at all.
- There will be exceptions to the rules for medical or personal reasons on an individual basis.
- Parental permission will need to be provided.

7. Responding to behaviour

7.1 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
- Display the Character Values, 5 principle signals and the school rules in their classroom.
- Develop a positive relationship with pupils.
- Establish clear routines.
- Meet their class at the door at the start of the day, on the playground after break and after lunch.
- They should ensure the children are lining up in single file and in silence before escorting them to the classroom.
- Praise children on an individual basis, making explicit why – what rule they have followed or which Character Value they have demonstrated.
- Be consistent with rewards across the following age phases – Year R, Year 1 and Year 2; Year 3 and Year 4; Year 5 and Year 6.
- Be consistent with all consequences.
- Treat each child fairly and with respect and understanding.
- Discuss bad choices with the child, referring back to the school rules and Character values.
- Apply these principles, roles and responsibilities with their own class and around the school.
- Be a positive role model by demonstrating positive relationships with everyone in the school.
- Staff should also model the Character Values at all times.
- Use the five principle signals as a method of good classroom management
- Keep a record using BROMCOM – behaviour management.
- Having followed regular procedures and consequences, seek help and advice from a colleague – other Class Teacher, Phase Leader, and Senior Leadership Team.
- Liaise with external agencies as necessary, to support and guide the progress of each child e.g. social worker, Local Authority behaviour support service. This will be directed by the Pastoral team.

- Report to parents about the child's social and emotional aspect of school life, including behaviour and relationships.
- Concluding the day positively and starting the next day afresh.

7.2 Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where incidents of inappropriate language or behaviour between pupils, including online, are reported, these will be actioned following the school safeguarding policy linked below.

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.

7.3 Separation of pupils for safeguarding purposes

In certain circumstances, the school may temporarily forbid a pupil from attending its premises without this constituting an exclusion on disciplinary grounds. This power exists where, for example, an allegation of harm by one pupil against another requires those pupils to be physically separated in order to protect the welfare of one or both. This is distinct from a suspension or permanent exclusion: it is a safeguarding measure, not a disciplinary sanction, and the formal exclusion process does not apply.

This measure should only be used in rare circumstances and only when separating pupils cannot practicably be achieved by keeping one or more pupils on school premises. The decision must be led by the designated safeguarding lead (DSL) or Head teacher, using their professional judgement and in liaison with CLT Central Team and, where appropriate, in consultation with children's social care and the police. The governing board must be notified without delay.

The school must inform parents of the reason why a pupil has been temporarily forbidden from attending its premises. Where the pupil does not otherwise receive education during this period, the local authority is responsible for arranging suitable education under section 19 of the Education Act 1996. The school must also comply with its duties under the Human Rights Act 1998 and the Equality Act 2010 when making any such decision, and must act reasonably, rationally and in a procedurally fair manner throughout.

Where a report of sexual violence or sexual harassment has been made, the DSL must carry out an immediate risk and needs assessment in accordance with Part 5 of Keeping Children Safe in Education (KCSIE). Physical separation may be one outcome of that assessment. The best interests of the child must come first in all cases and the school must follow general safeguarding principles throughout.

Following a period of separation for safeguarding purposes, the school will support the pupil to reintegrate successfully into school life in accordance with section 10 of this policy. The school, in conjunction with the CLT Central Team, will ensure that any arrangement for keeping pupils apart for safeguarding purposes is reviewed at sufficient intervals to confirm that it remains necessary and that the pupil's education is being suitably maintained. The governing board should include such arrangements within its regular scrutiny of pupil movement data.

4 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 transparent and applied clearly, fairly and consistently to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Regular verbal feedback and praise to reinforce positive behaviour.
- Reference to good role models.
- Children are congratulated, communication with parents/carers.
- Stickers or other small prizes.
- Certificates, praise points and values – achieved for milestones on Epraise.
- All of the above is collated using Epraise to celebrate success and is linked to our Dallow Character Values.
- Celebration assembly.
- Character awards.
- Star of the Week/Term awards.
- Star Reader awards.

7.4 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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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.

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

- Expressions of disapproval.
- A verbal reprimand and reminder of the expectations of behaviour
- Moving the child to a different seat in the classroom.
- Expecting work to be completed at home, or at break or lunchtime
- Withdrawal of privileges.
- Referral to Phase Leader, Assistant Head teacher, Deputy Head teacher or Head teacher depending on the nature and severity of the misbehaviour.
- Letter or phone call to parents/carers.
- School-based community service, such as tidying a classroom.
- Withdrawal from school teams/events.
- Withdrawal from school visits or trips.
- Removal of break and lunchtime privileges.
- Detention – break or lunchtime.
- Letter of apology.
- Apologising to others personally (Restorative conversation).
- Behaviour reports – Class teacher, Phase Leader or Assistant Head teacher, Deputy Head teacher, Head Teacher.
- Agreeing a behaviour contract

- Confiscation of items.
- Referring the pupil to a senior member of staff
- Removal to another class (Phase Leader arrangement).
- Suspension.
- Permanent exclusion in the most serious circumstances.

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

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Reasonable force **can** be used under the following circumstances, where pupils may be:

- Hurting themselves or others
- Damaging property
- Committing an offence
- Causing disorder

Incidents of reasonable force must:

- **Always be used as a last resort**
- **Be applied using the minimum amount of force and for the minimum amount of time possible**
- **Be used in a way that maintains the safety and dignity of all concerned**
- **Never be used as a form of punishment**
- **Be recorded and reported to parents**

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All staff should have basic training provided at least annually to enable them to understand de-escalation techniques, and, where appropriate, specific staff should have more advanced training in restraint or other restrictive measures to ensure that they are used safely and effectively and in the appropriate circumstance.

In specific cases, individual students may have de-escalation strategies/plans (positive handling such as Team Teach), which may result in restraint being appropriately implemented. Such plans must be co-constructed and clearly communicated with all stakeholders. **Timely communication must occur with parents/carers where restraint has been required.**

Where positive handling or restraint has been required with a particular pupil, a pupil level risk assessment MUST be put in place for that pupil, as soon as it is reasonably practicable.

When positive handling or restraint has had to be applied to a situation a review of the incident and a full debrief with relevant staff will take place to ensure the approach taken has been reasonable, proportionate and necessary. This will inform future practices and risk assessments. Parents will be informed of any adjustments to procedure concerning their child.

The school will record the following on CPOMS with detail on the nature of the restraint and reasons for use:

- o the child's age.
- o pupil's behaviour and level of risk presented at the time of the incident (including attempts to de-escalate);
- o length of restraint
- o technique / method and degree of force used;
- o effect on the pupil or member of staff;
- o who was present

This is with a view to safeguarding pupils and staff.

Schools must ensure they also control risks associated with violence and aggression through risk assessments and implementation of effective controls. This is set out in our Health & Safety Policy.

7.6 Confiscation, searches, screening

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

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.

Searching a pupil

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

If they still refuse to co-operate, the member of staff will contact the appropriate member of SLT (Head teacher/Deputy Head teacher/Assistant Head teacher) 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.

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

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

Outer clothing includes:

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

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.

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.

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 sanctions that have been applied to their child

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.

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.

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).

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.

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 two 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 head teacher
- 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.

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 staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

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

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

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

7.9 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 Head teacher or DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 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.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

All classroom teachers, teaching assistants, SENDCO and members of the Senior Leadership Team have been authorised by the head teacher to give pupils detentions.

Midday supervisors will seek support from those above when dealing with misbehaviour and need to issue a detention.

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 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.

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 member of staff (teaching colleague, Phase Leader, SLT member, Teaching assistant, SENDCO).

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

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 [outline your approach here]:

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

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 in the behaviour log on BROMCOM.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

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

The following is a list the behaviours that could lead to a suspension and permanent exclusion.

This is not be an exhaustive list and that other behaviours could lead to these sanctions at the Head teacher's discretion:

- Persistent disruption
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Suspension

The letter, which is issued when a student is excluded, explains clearly the responsibility that the student should not be in a public place during the period of the exclusion. For exclusions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded student after a period of 5 days. If a student is present in a public place in school hours during an exclusion they may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so.

Statutory requirements from July 2026 guidance

The head teacher may suspend a pupil for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension can also be for part of the school day.

When establishing the facts in relation to a suspension or permanent exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

The head teacher must take the pupil's views into account before deciding to exclude, considering their age and understanding. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or a social worker. Any decision must be lawful, reasonable, fair and proportionate.

Notifying parties of an exclusion

Whenever a head teacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it, in writing. This notification must also include: parents' right to make representations to the governing board; the right to request the meeting be held via remote access; how representations should be made; and, where there is a legal requirement for the governing board to consider reinstatement, that parents have the right to attend a meeting, to be represented and to bring a friend.

The head teacher must also notify: the governing board (for all permanent exclusions, suspensions, the local authority of all exclusions regardless of length; the pupil's social worker if the pupil has one; and the VSH if the pupil is looked-after.

Permanent exclusion

A permanent exclusion means the pupil is no longer allowed to attend the school unless they are reinstated by the governing board or an independent review panel. The decision to permanently exclude should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Permanent exclusion must only ever be used as a last resort.

Where a pupil is permanently excluded, the local authority is responsible for arranging suitable full-time education from the sixth school day after the first day of the exclusion. The head teacher must take reasonable steps to ensure work is set and marked for the pupil during the first five school days.

Any appropriate referrals to support services or notifications to key workers such as the pupil's social worker should also be made without delay.

Procedures to appeal against a permanent exclusion are clearly outlined in the exclusion letter sent to parents. Parents have the right to make representations to the governing board. Where the governing board does not reinstate the pupil, parents may apply for an independent review.

Cancellation of exclusions

The head teacher may cancel any exclusion that has already begun (or one that has not yet begun), provided the governing board has not yet met to consider reinstatement. Where an exclusion is cancelled, the head teacher must without delay notify parents, the governing board, the local authority, and the pupil's social worker and Virtual School Head (VSH) as applicable, stating the reason for the cancellation. The pupil must be allowed back into school without delay. Any days spent out of school prior to the cancellation still count towards the maximum of 45 school days in any school year.

Governing board duties to consider reinstatement

The governing board must consider and decide on reinstatement within 15 school days of receiving notice of a permanent exclusion.

Where the governing board decides not to reinstate a permanently excluded pupil, parents have the right to apply for an Independent Review Panel (IRP) within 15 school days of the governing board's written decision. Regardless of whether the pupil has recognised SEND, parents have the right to request that a SEN expert is appointed to advise the IRP at no cost to the parents. The local authority or academy trust must arrange the IRP with the hearing beginning within 15 school days of the application. The IRP is constituted with three or five members, including a lay chair, a governor, and a head teacher.

Off-site direction (from 26 July 2026)

Off-site direction is a statutory tool by which the governing board can require a pupil to attend another education setting temporarily to improve their behaviour, as an alternative to suspension or permanent exclusion. It may only be used to improve future behaviour and not as a punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate.

Parents (or the pupil if aged 18 or over) must be notified in writing no later than two school days before the placement begins, with written notice including the address of the provision, the person to whom the pupil should report, the number of days, the reasons and objectives, and the session times. Review meetings must be held at appropriate intervals, with written invitations to parents given at least six school days before each review.

*****Where an off-site direction or relevant placement was imposed by an academy school or AP academy before 26 July 2026 and the pupil remains on that placement on or after this date, the school must provide the parent with written notice of the requirement as soon as practicable on or after 26 July 2026, and no fewer than six days before the first review meeting. The school must hold the first review meeting as soon as reasonably practicable after 1 August 2026.*

Managed moves

The Local Authority operates a protocol on managed moves. The school will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the structures laid down in the managed move protocol.

Updated: Statutory requirements for managed moves (July 2026 guidance)

A managed move must be voluntary and agreed with all parties, including parents and the admission authority of the new school, and must only occur when it is in the pupil's best interests. A managed move initiates a permanent transfer: the pupil's name is deleted from the original school's admission register and added to the new school's register. The law does not allow for 'trial' admissions or 'trial managed moves'; where a temporary move is needed to improve behaviour, off-site direction must be used instead.

A pupil must not be permanently excluded because their parent or the pupil refuses to agree to a managed move. Prior to any managed move, the original school must be able to evidence that appropriate initial intervention has been carried out, including where relevant multi-agency support or any statutory assessments. Relevant information must be shared between the original school, the new school and the local authority in advance of the move. Any move must comply with the statutory School Admissions Code and the School Attendance (Pupil Registration) (England) Regulations 2024.

Where a pupil has an EHC plan, the school must contact the local authority before any managed move. If the local authority, both schools and parents agree to the move, the local authority must follow the statutory procedures for amending the plan. Where a pupil has a social worker, the social worker and the designated safeguarding lead must be notified of any proposed managed move as soon as the original school is contemplating it. Where the pupil is looked-after, the relevant Virtual School Head must also be notified. If agreed, any Personal Education Plan must be reviewed and amended to account for the move.

Managed moves are separate from the Fair Access Protocol (FAP) process. A pupil undergoing a managed move must not be admitted ahead of pupils on a waiting list unless their oversubscription criteria are met.

Resources and support

The school, where necessary, will ensure effective early identification and integration of services to meet the needs of children and families, including:

- Student mentoring
- Pastoral Support Plan
- External mentoring services
- Counselling
- Pupil referral unit
- Education psychology service
- Health services, including child and adolescent mental health services (CAMHS)
- School safeguarding team
- Social services
- Alternative provision
- Careers education, information, advice and guidance (CEAIG)
- Youth offending team
- Drug counselling agencies
- Social Skills
- Emotional Literacy Support

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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.

- 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
- 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

9.2 Adapting sanctions 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.

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

The school's special educational needs coordinator (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.

9.4 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 make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Luton Borough Council
Telephone 01582 548130
E-mail senat@luton.gov.uk

10. 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.

In line with the July 2026 statutory guidance, schools must support pupils to reintegrate successfully into school life and full-time education following a suspension, off-site direction or separation for safeguarding purposes. The reintegration strategy must offer the pupil a fresh start; help them understand the effect of their behaviour on themselves and others; teach them how to meet the high expectations of behaviour in line with the school culture; foster a renewed sense of belonging within the school community; and build engagement with learning. The strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. A pupil must not be prevented from returning to a mainstream classroom because parents are unable or unwilling to attend a reintegration meeting. The strategy should be regularly reviewed and adapted in collaboration with the pupil, parents and other relevant parties throughout the reintegration process. A part-time timetable must not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary.

This could include measures like:

- Reintegration meetings
- Daily contact with specific member of staff e.g. TA, Phase Leader, SLT link, SENDCO.
- A report card with personalised behaviour goals
- Pastoral support plan.
- Personalised timetable.
- Adapted lunchtime and break time arrangements.
- Monitoring and further support.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 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.

12. Training

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

- Managing behaviour in the classroom.
- Managing behaviour at social times and in practical lessons.
- Appropriate use of sanctions and rewards.

- Managing communication with parents and carers.
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 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 every half term by the SLT.

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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the head teacher and full governing body 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 SLT member responsible for Behaviour.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-bullying policy
- Code of Conduct
- Mobile phone policy

At Dallow Primary School we are:

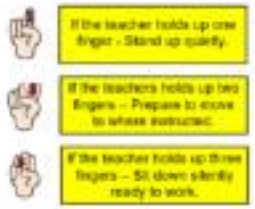
POLITE

READY

SAFE

The Five Principal Signals

Finger Instructions 1 2 3



1, 2, 3… Allows the teacher to give you quick instructions to move from one place to another.

Magnet Eyes



When the teacher points to either side of their eyes, you should fix eyes on their eyes like magnets, stop talking and be ready for the teacher to speak.

My Turn - Your Turn



My Turn: When the teacher touches their chest with the palms of their hands, it is the teachers turn to speak.

Your Turn: When the teacher turns their hands with open palms to you, it is your turn to speak.

Silent Stop Signal



When a teacher silently holds a hand in the air, you should raise your hand in response, stop what you are doing and wait silently. You should check that others have seen the signal and gently tap them on the arm if necessary.

Perfect Partner Position Signal



When the teacher holds their both hands in front of them with their fingers touching and palms facing their chest, it is a signal for you to sit side-by-side ready to talk to your partner.

Dallow Character Values

C ommunication

H onesty

A daptability

R esilience

A spiration

C uriosity

T eamwork

E mpathy

R espect



Which Character Value are you showing today?