

Byfleet Primary School

Behaviour Policy



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Signed	Joy Considine Chair of Governors

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1. Statement of Principles

The governors of Byfleet Primary School are committed to promoting the values of respect, fairness and social inclusion with our overarching values at BPS being **Reading, Respectful, Safe**. They are committed to eliminating all forms of discrimination, harassment and bullying, and to promoting the welfare of children and good relations across the school community. All children including looked after children, gifted and talented children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.

2. Aims

BPS regards the behaviour policy as pivotal to developing children to develop their potential, to the fullest. Maintaining high expectations of good behaviour to ensure children are happy and safe by empowering them to take responsibility for their actions whilst taking ownership of their behaviour is paramount. We aim for everyone to develop strong, lasting and good relationships so they can work together with common purpose of helping everyone to learn in an effective and considerate way, underpinned by our values of **Ready, Respectful, Safe**. Protected Characteristics (Equality Act 2010) are safeguarded from discrimination of any form.

We aim to encourage relationships to be based on:

- Respect and trust
- Development of positive self-esteem in each child
- Taking responsibility for our choices

At BPS we believe that all children have the right to: *Learn, develop their potential, be safe, happy and secure, develop positive relationships, feel valued and respected and be treated fairly and with consistency.*

3. Code of Conduct

The code of conduct is essential for maintaining these rights. We believe that all members of the school community – children, staff, parents and governors should:

- Have high expectations of their own and others' behaviour
- involve parents in helping children at each stage
- respect and support each other – being open and transparent about behaviour and approaches to dealing with behaviour
- show respect for the school environment and equipment
- consider the safety of everyone
- make positive contributions and recognise the contribution of others
- expect good behaviour to be rewarded and poor behaviour to have consequences

- share information regarding a child or their circumstances which may influence their behaviour

4. Responsibilities

Staff and Children

Our children and staff have the right to be safe and be respected. We encourage staff and children to take responsibility for their actions and accept consequences for their choices. The children and teachers have drawn up codes of conduct (Class Charter) for each classroom.

The whole school approach to behaviour in the classroom is modelled using *Learning Ladders*, which are a visual aid where children and teachers can express the expectations of what good learning and playtime behaviour is and what rewards and consequences there are for this.

Guidelines have also been developed in 'child speak' so that the teacher is able to explain to the child what the consequence of their behaviour is both acceptable and unacceptable:

Outstanding - If we go the extra mile without being asked e.g. showing consistency, independence, determination and care we will receive an outstanding certificate for our personal chart.	Outstanding 	
Super Attitude - If we continue to make great choices and show a super attitude in our behaviour we will receive house points and a sticker for our personal chart.	Super Attitude 	nd
Great Choices - We will move up the ladder if we make great choices e.g. listening to instructions, working as a team and trying our best.	Great Choices 	
Ready to Learn - We start here at the beginning of each day.	Ready to Learn 	
Warning We will get a warning if: Any level 1 or 2 behaviour (Appendix 2) We don't follow school rules or instructions We choose not to listen or try with our learning We show low level disruption – calling out, rocking on chair, mimicking others We are disrespectful or poor manners	Warning 	
Consequences There will be a consequence if: Any level 3 or 4 behaviour (Appendix 2) We ignore adults or show insolent behaviour or defiant We hurt or harm others We break things We behave in an unsafe way We use inappropriate language or slurs	Consequences 	

We lie or are untruthful

We cause persistent disruption

We bully

We discriminate

We don't follow rules

A yellow form consequence results in 20 minutes of play being lost to discuss the desirable behaviour sought.

Behaviour Incident Form - 'Yellow Form'

INCIDENT (circle)		
<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u> <u>Immediate Consequence</u>
Being in the wrong place at the wrong time <i>(inside in lunchtime)</i>	Any repeated Level 1	Deliberate physical harm (<i>kicking, spitting</i>) Threatening behaviour
Calling out	Rough play (<i>pushing, shoving, play-fighting</i>)	Vandalism: deliberate destruction of property
Wasting time <i>(not being ready for learning/completing insufficient amount of work deliberately)</i>	Using equipment incorrectly, through damaging property or endangering others	Insolent behaviour <i>(answering back, moving away from an adult, refusing to answer)</i>
Using equipment incorrectly <i>(mimicking a weapon, ping-pong a ruler)</i>	Not following school or playground rules	Any inappropriate language (<i>swearing or slurs</i>) or being untruthful (<i>deliberately lying</i>)
Poor manners/disrespectful	Purposefully excluding other children	Defiance
Low-level disruption (<i>whispering, elbowing</i>)	Provoking others (<i>teasing, taunting, name-calling</i>)	Persistent disruption
		Intimidating or threatening (verbal, physical or written)
		<u>LEVEL 4</u> <u>Immediate Consequence</u> <u>(Special LOG**)</u>
		Discrimination: Racism/homophobic insults or behavior
		Bullying (Emotional, Physical, Verbal, Online)
		Child-on-child Abuse

of our children on a one-to-one basis.

- Staff will provide sufficient guidance and indication to support the child if they are behaving inappropriately before issuing a *behaviour incident form*.
- All yellow forms are kept on record for tracking purposes to support the school's monitoring to help identify trends or areas of concern. This informs a termly Behaviour Report that is shared with Byfleet Governors and all names of pupils remain anonymous.
- All level 3 and 4 behaviour will incur an immediate consequence due to the serious nature, for example: children will be removed from the playground if any level 3 or 4 incidences occur and a *behaviour incident form* issued. They will miss their playtime whilst carrying out their consequence with a member of SLT at this point. All consequences will be carried out at the earliest convenience i.e. the current or next available playtime or lunchtime – this will allow

us to deal with incidents as they occur so that we can support children at the earliest opportunity. Child on Child [abuse](#) is considered a Level 4 behaviour and our appropriate safeguarding procedures will be followed in these instances (see section 9 of this policy for further details).

- See Appendix 2: Behaviour Incident Form (Yellow Behaviour Form)
- See Appendix 3: Consequence/Detention Reflection Form (Pupil)

The Headteacher's Responsibility

Under the Education and Inspections Act 2006, the HT must determine measures to be taken with a view to:

- keep all children and staff safe,
- promoting, among pupils, self-discipline, and proper regard for authority,
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- securing that the standard of behaviour of pupils is acceptable,
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils.

5. Rewards

We believe that the most effective way of achieving our aims is to empower children to make the right behaviour choices, linked to being a good role model, citizen and preparing them for adulthood and a world of work. This model aims to develop an intrinsic motivation to 'do the right thing' yet there is an appropriate balance of extrinsic motivation on offer through praise and encouragement of positive behaviour with occasional rewards such as certificates and stickers.

- Praise good behaviour as well as work
- Show an appreciation of children's contributions
- Praise those doing the right thing as an incentive to others to receive praise
- Private and public praise giving reasons for it
- Examples of such behaviour are praised in class and around the school, both verbally and by receiving extrinsic rewards such as house points and stickers
- Good news is shared with the parent if the child has tried particularly hard and reached **Outstanding**
- Children may also share their success and achievements with the Head teacher and Deputy Head teacher through Head Teacher and Deputy Head Teacher awards
- During celebration /achievement assemblies, the children have the opportunity to share their achievements with the rest of the children in their Key Stage

- Provide pupils with the opportunities for self-evaluation and therefore recognise achievement
- Provide a means by which each class member can contribute to class rewards
- Continuous positive behaviour will be rewarded by attending the *Head teacher's Tea Party* if they have achieved 10 stickers from reaching **Super Attitude** and **Outstanding** on the behaviour ladder over a term.

6. Persistent Misbehaviour

Persistent negative behaviour (Yellow Behaviour Incident Form) will be dealt with in the following ways:

- Step 1: A formal meeting to be held with the parents of the child.
- Step 2: A Behaviour Report Card issued (Appendix 3) with explicit targets to support, monitor and encourage positive behaviour choices is introduced. A consistent approach as per the Behaviour Incident Form will continue to be applied. Guidance and support may be sought from other agencies and the SENCO. It may be beneficial for the child to have time out in another classroom for an agreed period of time, which may only be agreed by the HT, as part of the process to support the child where high levels of persistent disruptive behaviour is seen or with a high frequency of low-level disruptive behaviour.
- Step 3: Additional appropriate adults within the school will support and monitor behaviour and champion the child using a restorative approach. Regular check in with the child carried out.
- Step 4: A meeting of all interested parties will be held and minutes of the meeting agreed.

In extreme cases the Head Teacher may decide that the following is necessary:

- Step 5: **A period of exclusion** (DfE guidance, 2017): in-school exclusion, fixed term exclusion (suspension) or permanent exclusion
- Where applicable, as a last resort, the child must be restrained using reasonable force if they are at risk of hurting themselves or hurting others.
- Once a period of exclusion/suspension is issued, documentation is sent to the parents/carers outlining the details of the suspension, and information about the process of returning to school, which involves a *reintegration meeting* with the child, parents/carers and the HT or DHT **on the first day of return**. Children who have been excluded/suspended do not return to class until a discussion has taken place during the reintegration meeting, about the desirable behaviours expected from the child and support and collaboration required between home and school. Clarification will be made about what actions will take place if improvements in behaviour is not seen moving forwards. This may result in further suspensions, up to 45 days a year.

On rare occasions, a child with complex needs and/or chronic development delays may need to be treated with a little more leniency on account of their condition, but dangerous and/or persistent behaviour that presents as violence towards staff or children will not be tolerated.

Types of exclusion/suspension

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

Fixed period suspension

A suspension is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg. at a pupil referral unit.

Reasons for Suspension

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

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

Permanent exclusion

Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day. We follow the DfE guidance 'Suspension and Permanent Exclusions in Schools', which can be found here:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

7. Bullying

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

Bullying is, therefore:

- Deliberately hurtful (in person or online)
- Repeated, often over a period of time (in person or online)
- Difficult to defend against (in person or online)

Bullying is not a one-off incident of unpleasant behaviour, an argument between children, or fighting/rough play where both people are involved. These behaviours are not acceptable at Byfleet but are not examples of bullying. We use the Acronym STOP = Several Times on Purpose to define bullying. The children are taught to use STOP = Start Telling Other People, to deal with any concerns, particularly bullying.

See the Byfleet Primary School Anti-Bullying Policy.

When is it bullying?

Several
Times
On
Purpose



STOP

We promise to always treat bullying seriously.

If you are being bullied or see someone being bullied; you can make it stop:

Start
Telling
Other
People



STOP

8. Threatening or Intimidating Behaviour

Any form of threatening or intimidating behaviour (in person or online) is concerning and will not be tolerated. Threats could be verbal, written or physical (in person or online) and lead another person to feel anxious and scared. It may be in isolation or repeatedly used. **This can be a direct threat: 'I am going to do xyz to you' or indirect: taking a video recording or taking a photo when asked not to.** If used repeatedly, this will be classified as bullying intimidation. This falls under the category of Child-on-Child Abuse. Any threats or intimidating behaviour (in person or online), whether one off

or repeated, may lead to a Fixed Term Exclusion/suspension and subsequently result in Permanent Exclusion (PEX).

9. Child-on-Child Abuse

Our definition of Child-on-Child abuse is:

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sending nudes and semi-nudes and initiating/hazing type violence and rituals (KCSIE, 2023).

Child-on-child sexual abuse is **sexual abuse that happens between children of a similar age or stage of development**. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2023a). It can be harmful to the children who display it as well as those who experience it. This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse, up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks or coercive control exercised between children. It includes bullying, online bullying, sexual violence, harassment and sending nudes/semi-nudes. **It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim.** Behaviour may be intimate or non-intimate. Abusive behaviour can happen to pupils in schools and outside of school settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

Byfleet's Safeguarding Policy further outlines our procedures for child-on-child abuse. As with all safeguarding concerns staff are expected to follow the school's policy and procedure. All staff should act in the best interests of the child, immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator, as well as any other pupils that area involved or impacted. The Designated Lead should be informed as soon as possible so they can make decisions around next steps. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters. "It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe" KCSIE 2023. The [Brook Sexualised Behaviour Traffic Light Tool](#) is used to categorising sexual behaviours as green, amber or red, professionals across different agencies can work to the same standardised criteria when making decisions and can protect children with a unified approach. If the information that you have available to you at any point indicates that a child may be at risk of significant harm or has suffered significant harm, then you must make a safeguarding referral to C-SPA immediately, parents notified and this is categorised as a Level 4.

Victims and alleged perpetrator(s)

In line with KCSIE 2024, at Byfleet we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable. For the purpose of this advice, we, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. Sensitive consideration will be given to the terminology used, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. The use of appropriate terminology will be considered, as appropriate, on a case-by-case basis.

10. Partnership with Parents

Staff will ensure:

- there is a welcoming environment for parents
- good as well as bad behaviour should be communicated to parents
- different family situations are respected

Parents have responsibilities which contribute towards the good conduct of their children. These include ensuring:

- regular attendance and punctuality
- their child has suitable clothing
- their child has a suitable breakfast
- their child brings to school all the appropriate books and equipment they need for their work
- homework is properly completed on time and actively encouraged
- parents should praise effort and progress
- parents should encourage their child to participate fully and positively in their day to day school work and in the wider life of the school and community
- parents need to cooperate with the school in matters of discipline and to reinforce the schools efforts at home
- parents are encouraged to keep in contact with the school beyond the formally organised parents evenings and if from time to time if there are any issues that would affect their child's behaviour then we encourage parents to share these with the school so that full, confidential support can be offered. There have been occasions where individual parents have placed extensive burden on staff with excessive contact being requested. We ask that parents please consider the pressures placed on our staff and whether contact is essential. SLT reserves the right to liaise with parents if expectations placed on staff become unreasonable or excessive.

- parents inform the school of any difficulties and pressures which arise from unstable family relationships
- parents take responsibility for their child's behaviour walking to and from school, particularly when in school uniform. Where permission for children to walk home alone is arranged between the parent and school, this may be revoked where children are displaying inappropriate behaviour in the absence of a parent/adult supervision. Similarly, where permission has been granted for mobile phones to be stored in school during the school day, if phones are used in an inappropriate, threatening or to covert/overtly record or take photos without consent to or from school, then this arrangement will be revoked.

Sometimes, family reorganisation may result in children having very disrupted lives. Pupils may feel inhibited to speak about the changing family circumstances. This may have an adverse effect on the children's emotional and educational development. For some children school may, temporarily, be the most stable and secure environment. The schools' processes for recording and identifying pupils with these sorts of problems should be sensitive to possible links with behaviour and other experiences in the child's life. This may lead to the need to involve other agencies or support services in order to assist the pupil's development. In cases where a child's behaviour at school indicates serious problems at home, schools must be alert to the need to involve services or other agencies. **There may be clear links between a child's behaviour and indicators of significant harm.**

11. Off-site behaviour and Behaviour out of school hours on-site (Disciplining Pupils Beyond the School Gate)

Off-site:

- Incidents of non-criminal poor behaviour, bullying, threatening or behaviours that could cause annoyance, inconvenience or needless anxiety to another, which occur off the school premises, or online and which are witnessed by a staff member or reported to the school will be investigated, if deemed necessary.
- Reported incidents that occur between individual families will **not** be able to be investigated, without substantial evidence. Where investigations are initiated, the school's behaviour policy will be followed. This includes behaviour on school-organised activities and travelling to and from school.
- The school can also apply consequences for any negative behaviour that could interfere with the smooth running of the school; pose a threat to another pupil or staff member or could adversely affect the reputation of the school. This includes bringing the school into disrepute on social media.
- Children's behaviour walking to and from school, particularly when in school uniform, that cause annoyance, inconvenience or needless anxiety to another, if investigated, could result in a review of end/start of day arrangements being made i.e. children not being able to be unsupervised (Yr 5 and 6), children not being able to bring their mobile phone into school and/or staggered release times.

- Where permission for children to walk home alone is arranged between the parent and school, this may be revoked where children are displaying inappropriate behaviour in the absence of a parent/adult supervision.
- Similarly, where permission has been granted for mobile phones to be stored in school during the school day, if phones are used in an inappropriate, threatening or to covert/overtly record or take photos without consent to or from school, then this arrangement will be revoked.
- Where inappropriate/poor behaviour is evident when:
 - a.) taking part in any school-organised
 - b.) school-related activity travelling to
 - c.) from school or wearing school uniform
 - d.) in some other way identifiable as a pupil at the school.

On-site:

- On-site out-of-school-hours is defined as hours before or after the start or end of the usual school day. This may be a paid or unpaid club or child care provision provided by the school or by an external provider.
- Incidents that occur on-site out of school hours will be dealt with, utilising our behaviour ladders (rewards and consequences) when manned by Byfleet staff. These staff exercise the right to follow through with consequences, as per this policy, which may be escalated to a temporary or permanent exclusion, denying access to these facilities.

Parents will be verbally notified of the intention to temporarily or permanently exclude a pupil as a penultimate attempt to restore positive behaviour, where written notification will be issued as a precaution before a permanent exclusion is issued in the final instance.

12. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. The terms perpetrator and victim may be applied. Please refer to our safeguarding policy of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct, which may result in the pupil being permanently excluded.

13. The Role of the Head Teacher

- For ensuring the code of conduct are adhered to by all stakeholders.
- To ensure the health, safety and welfare of all children in the school.

- To support the staff by implementing the policy consistently throughout the school and by setting the standards of behaviour.
- To keep records of all reported serious incidents of behaviour on the school's online reporting system (CPOMS)
- To consult with the local authority; exclusions either fixed term, for individual children for serious acts of behaviour, or permanent for repeated/serious acts of behaviour. (These actions are only taken after the governors have been notified.)
- To work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

14. Exclusions/Suspensions

We do not wish to exclude any child from the school but sometimes this may be necessary. The school has adopted and refers to the standard national list of reasons for exclusions and the [standard guidance, DfE, 2024](#).

Only the Head teacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed term exclusion to a permanent one, if the circumstances warrant this.

If the Head teacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time the Head teacher makes it clear to the parents that they can, if they wish, appeal against such a decision to the governing body. The school informs them how they make such an appeal. The Head teacher informs the LEA, CEO of EEEA and the governing body about any permanent exclusions and fixed term exclusions which are beyond five days in any one term.

The governing body cannot either exclude a pupil or extend the exclusion period made by the Head teacher. The governing body has a discipline committee which is made up of between 3 - 5 members. This committee considers any exclusion appeals on behalf of the governing body.

When the appeals panel meet to consider exclusion, they look at:

- the circumstances in which the child was excluded
- any representation by parents and Surrey Local Authority
- whether the child should be reinstated

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with the ruling.

Types of exclusion/suspensions

There are 2 kinds of exclusion - fixed period (suspended) and permanent (expelled).

Fixed period exclusion

A fixed period exclusion is where your child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg. at a pupil referral unit.

Permanent exclusion/suspensions

Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day.

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

15. Monitoring and Review

The Head teacher monitors the effectiveness of the policy on a regular basis. She reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school uses an online reporting system, CPOMs, to record behaviour. Incidents are monitored and analysed half-termly during Senior Leadership Team meetings (or more frequently if required) to identify any patterns of behaviour and act on this accordingly.

The governing body is responsible for monitoring Level 4 behaviour and:

- the rate of exclusions
- that the school policy is administered fairly and consistently
- that no child is treated unfairly because of their individual learning needs, ethnic background or race.

16. The Use of Reasonable Force

The school has adopted and refers to the standard guidance [USE OF REASONABLE FORCE \(DFES-00295-2013\)](#) and [Reducing the Need for Restraint and Restrictive Intervention \(June 2019\)](#).

This covers both the use of force to restrain a pupil (e.g. to prevent them injuring somebody or themselves) and the use of force to compel a pupil to comply with a reasonable instruction (e.g. to leave the classroom).

The Behaviour and Anti-Bullying policies should be read in conjunction with the following policies:

Equality Policy	SEND Policy	Child Protection & Safeguarding Policy	Acceptable Use (ICT) Policy
Online Safety Policy	Touch and Physical Intervention Policy	Infection Control Policy	

17. Screening and Searching Pupils

The DfE guidance '[Searching, Screening and Confiscation in Schools](#)' (July 2022) is used to inform BPS's approach.

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

- Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
- Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil)
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

18. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude, disrespectful

Serious misbehaviour is defined as:

- Any Level 3 or 4 behaviour
- Repeated breaches of the school rules
- Lying
- Any form of bullying
- Any form of discrimination
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or theft
- Fighting or causing serious harm
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items
- Threatening behaviour
- Child-on-child abuse

Prohibited items are:

- Vapes or vaping paraphernalia
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers or vapes or affiliated paraphernalia
- 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)

Appendix 2: Yellow Behaviour Incident Form Template

Pupil's name	Class	Date and Time	Form completed by	Number of Yellow Form

Where did the incident occur? (circle)					
Year 1 playground	Concrete play area	Football pitch	Corridor	Lunch hall	Toilets
Climbing Frame	Gym equipment	Classroom (specify)		Other (specify)	
Who else was involved?					
No one else		Pupil(s) – give name		Adults(s) – give name	

INCIDENT (circle)		
<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u> <u>Immediate Consequence</u>
Being in the wrong place at the wrong time (inside in lunchtime)	Any repeated Level 1	Deliberate physical harm (<i>kicking, spitting</i>) Threatening behaviour
Calling out	Rough play (<i>pushing, shoving, play-fighting</i>)	Vandalism: deliberate destruction of property
Wasting time (<i>not being ready for learning/completing insufficient amount of work deliberately</i>)	Using equipment incorrectly, through damaging property or endangering others	Insolent behaviour (<i>answering back, moving away from an adult, refusing to answer</i>)
Using equipment incorrectly (<i>mimicking a weapon, ping-pong a ruler</i>)	Not following school or playground rules	Any inappropriate language (<i>swearing or slurs</i>) or being untruthful (<i>deliberately lying</i>)
Poor manners/disrespectful	Purposefully excluding other children	Defiance

Low-level disruption (whispering, elbowing)	Provoking others (teasing, taunting, name-calling)	Persistent disruption
		Intimidating or threatening (verbal, physical or written)
		<u>LEVEL 4</u> <u>Immediate Consequence</u> <u>(Special LOG**)</u>
		Discrimination: Racism/homophobic insults or behavior
		Bullying (Emotional, Physical, Verbal, Online)
		Child-on-child Abuse

Outline of what happened:

How has this been resolved, including consequence:

--

Have parents/carers been informed? Yes/No	Has a fix-it conversation taken place? Yes/No
How many consequences this year with SLT?	

Name of person completing this form: Signature:
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Appendix 3: Behaviour Report Card Template

	Monday	Tuesday	Wednesday	Thursday	Friday
Break time					
Lunch					

Appendix 4: Behaviour Reflection form

Date _____ Name _____ Class _____

INCIDENT (circle)		
<u>LEVEL 1</u>	<u>LEVEL 2</u>	<u>LEVEL 3</u> <u>Immediate Consequence</u>
Being in the wrong place at the wrong time <i>(inside in lunchtime)</i>	Any repeated Level 1	Deliberate physical harm <i>(kicking, spitting)</i> Threatening behaviour
Calling out	Rough play <i>(pushing, shoving, play-fighting)</i>	Vandalism: deliberate destruction of property
Wasting time <i>(not being ready for learning/completing insufficient amount of work deliberately)</i>	Using equipment incorrectly, through damaging property or endangering others	Insolent behaviour <i>(answering back, moving away from an adult, refusing to answer)</i>
Using equipment incorrectly <i>(mimicking a weapon, ping-pong a ruler)</i>	Not following school or playground rules	Any inappropriate language <i>(swearing or slurs)</i> or being untruthful <i>(deliberately lying)</i>
Poor manners/disrespectful	Purposefully excluding other children	Defiance
Low-level disruption <i>(whispering, elbowing)</i>	Provoking others <i>(teasing, taunting, name-calling)</i>	Persistent disruption
		Intimidating or threatening (verbal, physical or written)
		<u>LEVEL 4</u> <u>Immediate Consequence</u> <u>(Special LOG**)</u>

To stop this happening again I will:

Your child has had Yellow forms and Consequences this academic year.

Behaviour letter - return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____