



CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

Behaviour & Positive Handling Policy

Status of Policy	Date
Reviewed	Every 2 years
Ratified by governors	July 2026
Review date:	July 2028

Our School Vision:

Inspiring and enabling our school community to live to the full, promoting excellence and nurturing respect, compassion, honest, resilience and collaboration.

*Jesus said, "I have come that they might have life and have it to the full"
John 10 v 10*

CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

Behaviour & Positive Handling Policy

This policy should be read in conjunction with the Child Protection & Safeguarding Policy

Governors' Principles for Behaviour

- 1** The Governors of Crowthorne Church of England Primary School believe that high standards of behaviour are essential to facilitate effective teaching and successful learning, enabling children to make the best possible progress in all areas of school life and ensuring a happy and productive learning environment throughout the whole school.
- 2** The Governors agree that all children, staff and visitors have the right to feel safe at school at all times.
- 3** The Governors also expect pupils to display the high standards of behaviour demanded at school when they are representing the school off-site at school-related events and visits, when they are travelling to and from school and when they are wearing the school uniform off-site.
- 4** The Governors request that a list of expected behaviour for children and teachers will be clearly stated in the Behaviour and Positive Handling Policy and will be explained to all pupils and staff. The governors expect the Policy to be consistently applied by all staff.
- 5** In order to promote and recognize good behaviour the Governors would like to see a wide range of rewards, consistently and fairly applied in the classroom and elsewhere. These should be made clear in the Behaviour and Positive Handling Policy and regularly monitored for their consistent, fair application and effectiveness.
- 6** Sanctions for unacceptable / poor behaviour should be known and understood by all staff and children and consistently applied. Examples of the range of sanctions should be clearly described in the Behaviour and Positive Handling Policy so that children, staff and parents can understand how and when they are applied.
- 7** The governors accept the need for the use of reasonable force, following the guidelines set out by the DfE. The Behaviour and Positive Handling Policy should define 'reasonable force' and specify the situations in which reasonable force may be used.
- 8** The governors also accept that it may be necessary for the school staff to search a pupil. The situations in which this action would be taken must be stated in the Behaviour and Positive Handling Policy.
- 9** The Governors feel that exclusions, particularly those that are permanent, must be used only as a very last resort.
- 10** It is the responsibility of the Headteacher to draw up Crowthorne Church of England School's Behaviour and Positive Handling Policy in line with the current guidelines and the Headteacher must ensure that the Policy is made available to staff, parents/carers and pupils and is posted on the school website.
- 11** Staff should be confident that they have the Governors' support to follow the Behaviour and Positive Handling Policy in full.

Aims:

Ratified by Governing Body: July 2026
Review date: July 2028

1. To promote positive behaviour choices recognising that this reflects care for ourselves, other people and the environment, so promoting good mental health and wellbeing.
2. To promote good behaviour recognising that school is a place of learning so all behaviour should facilitate this.
3. To promote consistency in behaviour management, ensuring predictability and fairness
4. To encourage self-regulation and resilience through strong relationships based on mutual respect and empathy
5. To ensure that processes and systems are inclusive and tailored to provide support to more vulnerable pupils
6. To create a culture and environment of safety that reduces the risk of bullying
7. To enable all to make the most of the opportunities available to them thereby supporting them to live life to the full

We believe that the benefits of good behaviour are many. These include:-

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|----------------|--|
| • for children | the ability to work conscientiously
to develop self-discipline
to value friendship and respect for others
to encourage personal responsibility |
| • for staff | to have positive relationships with pupils
to teach without interruption |
| • for parents | to be confident that their children are
developing personally, socially and academically
to enjoy positive relationships with staff, other parents
and children |

We encourage our children to respect and live by our school values at all times; we believe this helps to develop excellent behaviour whilst also enabling children to understand the reasons for our values.

We expect a positive attitude at all times: in lessons, during transition times, on the playground, on school outings and journeying to and from school.

We remember also that children learn best from the good example set before them.

We believe that children develop through positive encouragement and instruction, learning what positive behaviour choices look like and developing their ability to consistently demonstrate these, whilst understanding their rights and responsibilities within the school setting.

In order to promote the safety and well-being of all members of our school community, certain items are prohibited on the school site as detailed in Appendix A.

Children

All pupils have the right to feel safe at school; the right to learn; the right to be respected and to have fair treatment.

The following states the behaviours we expect of the children. Each class writes their own class 'charter' based on these expectations at the start of the school year and they are reviewed regularly as needed, ensuring children understand them.

In classrooms, children are made aware of our expectations:

- We are kind, polite, and helpful, and are aware of others' feelings.
- We listen carefully to others without interrupting them.
- We look after our own and other people's belongings.
- We try our best, work hard and learn from our mistakes.
- We treat other people with respect and in the way we would like to be treated.
- We always tell the truth.

Staff

1. Staff should recognise and apply the following rules of good classroom management:

- Know and value the children as individuals. This means knowing their personalities, interests and who their friends are.
- Explicitly teach what good behaviour looks like and model the standards of courtesy, timekeeping and tidiness expected from the pupils.
- Plan and organise both the classroom and the lesson to keep children interested so minimising the opportunities for disruption. Arrive before the class and begin promptly.
- Be aware that your own actions and tone will impact the class. Avoid shouting and negative emotions (except in extreme situations) in interactions with children.
- Emphasise the positive, including praise/rewards for good behaviour as well as work and effort.
- Regularly review the class charter (ie. rules for classroom behaviour) as needed in order to establish clear expectations.
- Use private rather than public reprimands wherever possible.
- Be fair and consistent.
- Explain the consequences of a child's actions
- Make appropriate and consistent use of sanctions. Reflect on your own classroom management performance and consider any changes you feel appropriate.

2. Teachers use a range of strategies to support the children in the development of good behaviour; for example:

- Class Smilies
- Praising children for demonstrating positive learning behaviours
- Linking good behaviour to school values
- Stickers, stars, house / season points
- Being named as Class Good Citizen for the Week
- Class rewards as chosen by the teacher

3. Staff should support the behaviour policy at all times. Wherever possible they should deal with discipline problems directly. However, where there is a need to seek help from colleagues, this should be freely given. More serious problems should be referred to the Phase Leader or Deputy Headteacher/Headteacher. Discussion of discipline problems may be put on the staff meeting agenda or discussed with colleagues, including the Head, whenever a teacher feels the need for support. Behaviour causing concern is recorded on CPOMs.

Parents:

1. Parents should support the Behaviour Policy at all times.
2. Parents are expected to model good behaviour and to act as positive role models at all times.
3. Parents should take full advantage of all the channels of communication made available by the school and develop good working relationships with teachers in order to help their children to become constructive members of the school community and good citizens of the school and wider community.
4. Parents should make every effort to attend parents' evenings and annual parents' meetings.

Our School Behaviour System:

Our Behaviour System is based firstly on acknowledging and rewarding positive behaviour choices and acknowledges that children need to be taught how to behave appropriately.

We believe that children should be praised publicly but that correction or discussion to address unacceptable behaviour should be private wherever possible.

In each class, a visual reminder for positive behaviours is displayed. In Years 1-6 this is in the form of three circles: green, silver and gold.

At the start of each day, every child's name is on Green. Children's names can then be moved to Silver or Gold for positive behaviour choices. Moving to Gold should be considered going 'above and beyond' (without the expectation of receiving a reward) and should be special, not something attained by significant numbers of children every day. When moving a child to Silver or Gold, it is helpful if the reason for the child being moved is verbalized to reinforce positive behaviour choices.

In Reception, there are three circles: grey (with a rainy cloud), green and gold (with a sun). Children's names are moved between the circles to reflect positive behaviour choices or decisions not in-line with our behaviour expectations. This is a visual prompt for children.

Any child who reaches Gold is given a Gold sticker to recognize their achievement.

In the rare circumstance where a child behaves inappropriately having already been moved on to Gold, their name can be removed from Gold but their sticker should not be taken away. In these situations, it is advisable to make parents/carers aware at the end of the day that they achieved Gold for one particular thing but that, unfortunately, there was also an incidence of poor behaviour later in the day.

Break/Lunch time Behaviour

At break and lunch time, children are expected to play sensibly and in a way that does not harm others or damage equipment.

We have a variety of different lunch time equipment for children to use, including adventure play equipment and a trim trail. There are rotas for which playground children use (front or back) and which year groups can play football on different days. There are also some lunch time 'clubs' that are optional for children to attend but provide activities led by adults or by some of the older children.

At 'tidy up time', a hooter is used to indicate it is time for all equipment to be tidied away. Children are expected to help with the tidying up process and to take responsibility for equipment they have used and/or areas where they have been playing. Equipment on the trolley is tidied away at 12:50pm and woodland play equipment plus basketballs/footballs are tidied away at 1pm.

At the end of break time and lunch time (1pm for KS1 and 1:10pm for KS2) a whistle is blown once to indicate children need to stop and stand still. After a very short time, a whistle is then blown twice to indicate it is time for children to walk (not run) to their lines. Children are expected to line up sensibly by the door through which they return to class.

Children are responsible for their own lunch boxes, water bottles, jumpers, coats etc and should ensure these are collected and taken inside at the end of break and lunch times.

Staff are expected to be ready to welcome children back into class promptly at the end of lunch time, at 1pm for KS1 and 1:10pm for KS2. Children should not be expected to wait outside classrooms unsupervised.

Rewards:

1. Praise and encouragement are used as much as possible.
2. House/ Season points are given to all children for good work, consistent effort, good behaviour or a specific achievement. Teachers may also award stickers, certificates etc.
3. Class 'smilies' may be awarded for a whole class achievement. Individual teachers set class rewards for a given number of 'smilies'. The reward can be given at any time during the academic year (except the last day of any school term) and 'smilies' can be carried over school holidays within the same academic year but not between academic years.

Class smilie rewards do not include wearing non-uniform. They can include children having a snack in school – this must be communicated in advance and consideration given to allergies. Children should not share any food brought to school. If children are watching a film, parents must be given the opportunity to withdraw their child if it is PG rated; for U rated films, parents do not need to specifically be informed.

5. Headteacher stickers and wristbands are given for good work/behaviour.
6. Each teacher nominates a child for a 'Good Citizen Award' each week. This is for a child who has displayed the school's values and/or who has impressed their teacher with their attitude or effort that week and is awarded in that's week's Celebration Assembly.
5. Each term certificates are to be awarded to children recommended by the class teacher for outstanding work or behaviour. These will be presented in that term's Merit Assembly.
7. Occasionally, teachers will contact parents specifically to share positive feedback either through conversation, email or a phone call.
8. In Year 6 the children are awarded the privilege of being a Prefect for a term. (All children in Year 6 will have a turn through the year except where behaviour has been unacceptable.)
8. Out of School achievements are celebrated with the whole school during Friday assemblies.

Consequences:

It is important for children to learn that there are consequences for actions, both for themselves and for others. The consequence should always be proportionate to the child's misbehaviour and also take into account their age, their ability to understand and follow behaviour expectations and,

at times, whether they have behaved inappropriately in the same way previously.

Staff should always aim to make consistent and fair use of consequences, whilst recognizing that different situations and children require different responses.

The following does not provide an exhaustive list of either behaviours or consequences but is used as a guide by staff:

Behaviour	Examples	Possible consequences
Low level behaviour in class	Talking when asked not to Fiddling/making a noise with equipment Distracting others Moving around the room unnecessarily Calling out Not following instructions	Verbal warning/reminder about appropriate behaviour Sitting away from specific children in class Removing name from green traffic light Missing time from break/lunch Taking work home to complete if not completed due to behaviour (not if genuinely struggling with task) Time out from classroom to re-regulate – this should only be a short amount of time Speaking to parents/carers If repeated, sent to phase leader or deputy head/headteacher
Inappropriate behaviour on the playground	Excessively physical play Hurting other children Unkindness towards others/ excluding others from play Not following instructions/ rules Not using equipment appropriately Lying	Verbal warning/reminder about appropriate behaviour Short amount of time out to stand with adult/sit on bench to re-regulate Removing name from green traffic light – this needs to be communicated to the class teacher by staff on duty Writing letter of apology to a child that has been hurt (physically or otherwise), Discussion with adult about behaviour and how to make better choices in the future Speaking to parents/carers Written apologies and/or discussions should link to our school values where appropriate If repeated or more serious, sent to phase leader or deputy head/headteacher If behaviour incident is more significant or there are repeated incidents, child may need to miss some of their break/lunch times or in very serious cases, have a period of time not on the playground at all
Inappropriate language/behaviour in general	Swearing Discriminatory language Lying Unkindness towards others	Verbal warning/reminder about appropriate behaviour Removing name from green traffic light – this needs to be communicated to the class teacher by staff on duty Writing letter of apology to a child/adult who was impacted by inappropriate language Discussion with adult about behaviour and how to make better choices in the future In the case of discriminatory language, it

		must be explained to the child why this is inappropriate Speaking to parents/carers
Damaging school property	Breaking playground equipment through inappropriate use Damaging/breaking classroom equipment through silliness or not following instructions Damaging/breaking school equipment as a result of an anger outburst	Removing name from green traffic light Discussion with adult about behaviour and how to make better choices in the future If incident is on the playground, time out with an adult or sitting on a bench may be needed to re-regulate Speaking to parents/carers In some cases, it may be appropriate to ask the parents to replace the item or contribute to the cost of a replacement
More serious behaviour	Stealing Absconding from school Repeated defiance Threatening or intimidating behaviour	Removing name from green traffic light Speaking to parents/carers Additional consequences linked to the incident such as letters of apology, removal of privileges, withdrawal from break/lunch time, regular check-ins with SLT
Inappropriate behaviour at a club	Any behaviour deemed inappropriate or unsafe	Liaison between club leaders and parents as well as involvement of school staff Plans put in place to reduce the risk of poor behaviour where possible Removal from the club
Bullying		See anti-bullying policy

CPOMs, an online recording system, is used to record behaviour incidents and to enable patterns of behaviour to be tracked and explored.

Where there are repeated incidents of a similar nature, it may be appropriate for teachers to track the behaviour of a certain child or group of children in more detail, for example using a timetable to keep a record of behaviour incidents or a notebook to record details.

For some children, a personalized behaviour chart is a useful strategy to support positive behaviour choices. Behaviour charts can be used in a variety of ways such as a traffic light system, smiley faces, stickers or comments and can lead to either rewards or consequences. They are also a valuable way of communicating with parents and carers.

Regular meetings with parents/carers or a home-school link book can also be a useful way of monitoring behaviour and ensuring all parties are fully informed.

Informal/Formal warning system:

In repeated cases of poor behaviour parents will be invited into school to form an action plan. The above system takes into account the persistent types of behaviour such as chatting which are not considered serious enough to involve parents at a very early stage.

Teachers will keep a behaviour record when appropriate. This may be recorded in a notebook, on paper or electronically and uploaded to CPOMs weekly. A behaviour record could be in the form of symbols or a scoring system on a timetable, notes on a timetable, notes per day or any other regular form of record that is appropriate for the concern and that enables the teacher to track any patterns.

Children should not be left unsupervised in classrooms except in an emergency.

Other sanctions can be made to suit the behaviour, e.g. removal of graffiti. Stages may be accelerated if the behaviour is felt to warrant this.

In some cases, a child may be put 'On report' meaning they need to report to a more senior member of staff daily or twice daily with a report of their behaviour from their teacher. This report would also be shared with parents.

All behaviour incidents are recorded on CPOMs and this is used to monitor behavior across the school and a summary is included within the Headteacher's Report to Governors.

Discriminatory Behaviour

Discriminatory behaviour is unfair treatment of individuals based on protected characteristics—age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion, sex, or sexual orientation. It includes direct, indirect, harassment, and victimization.

Any form of discriminatory behaviour is not acceptable and will be dealt with in an age-appropriate manner, in line with this policy. On occasion, a child may make a discriminatory comment without understanding the meaning behind the words they are saying; on these occasions, it should be explained to the child why their words are not appropriate and can be upsetting to others.

Discriminatory behaviour is reported to the parents of both the victim and the perpetrator. Numbers of incidents involving discrimination are also reported to the governing body as part of behaviour reporting.

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 and recording any reports and carrying out Risk assessments, where appropriate. A decision will be made as to whether the incident should be managed internally, referred to Early Help, referred to the police or reported to the police.

Suspension/Exclusion

In extreme circumstances, the decision to suspend or exclude a pupil may be made.

The decision to exclude or suspend a pupil will be taken in the following circumstances:

- In response to a serious breach of the School's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- If allowing the pupil to remain in school would result in a significant risk of them causing harm to themselves
- Persistent disregard for the School's Behaviour Policy

There are 3 types of suspension/exclusion:

1. lunchtime (where the child must leave the school site for the lunchtime period – this will be recorded as a half day suspension)
2. suspension (where a child is suspended from the school for one or more fixed periods (up to a maximum of 45 school days in a single academic year)
3. permanent exclusion (where the child is removed from the school roll)

A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

When considering or reviewing a suspension, the Headteacher and Governing Body will use the DfE guidance, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' – Updated 2024 and complete an exclusions form provided by Bracknell Forest. Parents should be notified immediately and if the child has a social worker they should be notified as well.

Permanent exclusion should only be used as a last resort, 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 in the school. Only the Headteacher has the power to exclude a child from school although this power can be assigned to the Deputy Headteacher for a period of time if done so in writing e.g. if the Headteacher is going to be absent for a number of days and this will be included in the Deputy Head job description.

The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. If the Headteacher suspends a child, they will inform the parents immediately with the following information and the reasons for the exclusion:

- the period of a fixed period suspension or, for a permanent exclusion, the fact that it is permanent
- parents' right to make representations about the suspension to the governing body and how the pupil may be involved in this
- how any representations should be made
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting

Any child suspended on a fixed term basis will be re-admitted into the school after a re-integration meeting has been conducted with parents and other relevant personnel. In some cases, it may be necessary to complete a Risk Assessment prior to a child being re-admitted. Where there is paperwork associated with this process, copies are given to the parents/carers and saved in the child's file/CPOMs.

These mechanisms will seek to meet the needs of the suspended child as well as ensure the effective education and/or safety of other children is not jeopardised.

The Right to Search a Pupil

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

a) Confiscation

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Any prohibited items (see Appendix A) 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.

b) Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if: The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found.

Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Before carrying out a search the authorised member of staff will:

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), 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 Appendix A, but not to search for items that are only identified in the school rules (Part B of Appendix A). 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

c) Searching pupils' possessions

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

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Lockers, Trays, 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 (Appendix A) 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.

d) 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 Appendix A.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (Appendix A), including incidents where no items were found, will be recorded in the school's safeguarding system.

e) Informing parents

Parents will always be informed of any search for a prohibited item (listed in Appendix A). 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.

f) 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.

g) 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.

Further information on conducting strip searches can be found in the DfE's latest guidance on Searching, Screening and Confiscation.

Behaviour Impacted by SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising 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, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of 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 by the local authority and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

This may include approaches such as:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.
- Adjusting uniform requirements for a pupil with sensory issues.
- Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.
- Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any proactive support will take into account the specific circumstances and requirements of the pupil concerned. Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. At Crowthorne C of E Primary School, some children have targets on Support Plans or Learning Pathways to reflect their behavioural needs. Bespoke provision and strategies that are successful with that individual child are also recorded, taking into account any diagnosed or suspected neurodiversity and/or other additional need. The impact of the support is regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

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

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?
- Whether the sanction is a proportionate means of achieving a legitimate aim

If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour. Where a sanction is implemented, the headteacher will assess where appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support

the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Headteacher will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

Considering whether a pupil displaying challenging behaviours may have unidentified SEND

The special educational needs co-ordinator (SENCO), in partnership with other leaders will 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, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

Pupils with SEN but without an (Education, health and care plan) EHCP displaying challenging behaviours.

For pupils with SEN but without an EHCP plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHCP needs assessment or a review of the pupil's current package of support.

Pupils with an education, health and care plan (EHCP)

The special educational provision set out in the EHCP must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for. If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and if any additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual review. Requesting an early annual review should be considered prior to making the decision to suspend or permanently exclude.

ADDENDUM TO BEHAVIOUR POLICY – POSITIVE HANDLING

Introduction

From time to time there are children in school with behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the breakdown of discipline.

All members of school staff have a legal power to use 'reasonable force'. The term 'reasonable force' covers actions that involve a degree of physical contact with pupils and are used to either control or restrain. (See DfE Guidance 'The Use of Reasonable Force 2012').

The school considers the use of restrictive physical interventions as appropriate in the last resort to prevent a child injuring themselves or others or causing serious damage to property.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behavior that disrupts the behavior of others; `
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Post-incident support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries by qualified staff. Children will have the support of a teacher, TA, or Mentor with whom they have a good relationship and their parents will be contacted. Staff involved in an incident will be given recovery time and personal support. They will not be expected to go straight back into class. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require more than basic first aid. All injuries should be reported and recorded in accordance with school procedures. The Headteacher will take action to report any injuries to staff or pupils in accordance with school procedures.

Reporting and Recording Use of Restrictive Physical Interventions

After incidents in which physical intervention is used, staff should complete a Team-Teach Serious Incident report. All incidents requiring the use of physical intervention must be thoroughly and systematically documented within school records. The school should take action to ensure that parents are informed about these incidents as soon as possible.

Staff Training

The school has a program of continuous professional development which can include the Team-Teach scheme for training in physical intervention methods when deemed necessary. Following the initial sessions appropriate staff receive regular three-year refresher courses. This training is intended to help staff to link meeting children's needs with positive behaviour management.

Behaviour and Positive Handling Policy

Appendix A

Prohibited items, as described in the DfE's Searching, Screening and Confiscation guidance:

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

PART B

In addition to those items listed above, at Crowthorne C of E Primary School, the following items are prohibited under this Behaviour Policy:

- Vapes or any form of e-cigarette
- Matches, lighters or other means of creating a flame/fire
- Mobile phones that have not been handed into the school office
- Medicines (prescribed or over-the-counter) that have not been handed into the school office (except emergency medicines that need to be kept with the child e.g. for asthma, allergies, diabetes)