

Egerton Church of England Primary School

Together, we inspire, nurture and thrive



Perseverance **Compassion** **Respect** **Honesty** **Forgiveness** **Hope**

Behaviour Management Policy

Key Contact Personnel in School

Mrs Julia Head

Headteacher

Mrs Ellie Warner

Deputy Headteacher

Date written: **April 2026**

Date agreed and ratified by Governing Body: **May 2026**

Date of next review: **April 2027**

This policy will be reviewed at least annually.

School Vision

Egerton inspires joy in life by cherishing childhood within a rich and creative learning journey. Our Christian values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential as God intends, mind, body and soul.

Rationale

In order for us to live and breathe our vision, Egerton CEP School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe that inspirational teaching, which engages and excites children, creates a school where learning behaviour is excellent and children develop good inter-personal skills which enable them to regulate their own behaviour in and around the school.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We expect all adults who work with children to model positive behaviour between themselves and with children. We work in partnership with parents and carers to promote positive behaviour and problem solve when necessary. As members of our community, we live and learn by our six Christian Values of Perseverance, Compassion, Respect, Honesty, Forgiveness and Hope.

The high expectations of behaviour at Egerton CEP School allow children to contribute to their learning experience and flourish in a proactive way whether in school, on educational visits or visiting places whilst representing the school.

Respecting Rights Through Positive Behaviour

At Egerton CEP School, our Behaviour Policy is also underpinned by the United Nations Convention on the Rights of the Child (UNCRC). We recognise that every child has rights and that with rights come responsibilities. By making choices that respect these rights, we create a safe, caring and successful school for everyone.

We particularly focus on the following rights:

The right to learn (Article 28) – Responsibility: to allow others to learn by listening, focusing, and doing our best.

The right to be safe (Article 19) – Responsibility: to act in ways that keep ourselves and others safe, both physically and emotionally.

The right to be heard (Article 12) – Responsibility: to listen respectfully to others and share our views kindly and fairly.

The right to relax and play (Article 31) – Responsibility: to play fairly, include others, and care for our environment.

Our six Christian Values of **Perseverance, Compassion, Respect, Honesty, Forgiveness** and **Hope** sit alongside these rights, guiding how we live well together. By combining Christian values with the principles of children's rights, we encourage our pupils to grow as responsible citizens who respect themselves and others.

At Egerton CEP School we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches instead of punishments.
- Promote respect for the rights of every child, helping pupils to understand that their choices can uphold or infringe on the rights of others.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'.
- Encourage children to recognise that they can and should make 'good' choices.
- Promote respect for the rights of every child in line with the UNCRC.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

All staff must:

- Implement the behaviour policy consistently and effectively
- To provide clear boundaries for acceptable behaviour.
- To encourage our children to be law abiding and to tolerate all.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- Use the language of rights as well as Christian Values when praising and guiding children's behaviour.
- Take time to welcome children at the start of the day, either at the village car park or during registration.
- Always pick up on children who are failing to meet expectations.
- Model positive behavior.
- To provide both a system of rewards to encourage good behaviour and also a system of sanctions which are consistently used.
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record serious or ongoing behaviour incidents on CPOMS, alerting SLT
- Always redirect children by referring to our school's Christian Values (Perseverance, Compassion, Respect, Honesty, Forgiveness, Hope).
- Promote respect for the rights of all children and use the language of rights alongside our Christian Values when guiding behaviour.

The Headteacher and The Senior Leadership Team must:

- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and values awards/certificates/stickers.

- Ensure staff training needs are identified and met.
- Use behaviour incident forms on CPOMS to monitor individuals.
- Use Boxall profiling to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviour.
- Ensure that the school culture consistently models and reinforces respect for children's rights, alongside our Christian Values.

Parents/Carers must:

- Model positive behaviour
- Support the school in helping children understand and respect the rights of others, reinforcing this at home.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Support the school where necessary with the implementation of consequences and behaviour plans.
- Endeavour to work collaboratively with the school so that pupils receive consistent messages.
- Discuss any behavioural concerns with the class teacher promptly.
- Contact either the Deputy Headteacher or the Headteacher if they continue to feel concerned.
- Refer to the School Complaints Policy (available on the school website or from the school office) if they continue to feel dissatisfied.

Governors must:

- Set down the general guidelines on standards of behaviour.
- Ensure that the Behaviour Policy both protects and promotes the rights of all pupils, while maintaining a safe, fair and supportive environment in which every child can flourish.

Responsibilities

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The authority also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers can confiscate pupils' property.

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Pupils' conduct outside the school premises

What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

At Egerton CEP School we will respond to all criminal and non-criminal bad behaviour and bullying which occurs anywhere off the school premises, and which is witnessed by a staff member or reported to the school. We will involve parents and if necessary the police or other outside agencies.

Consequences will be imposed for:

- Any misbehaviour when the child is:
 - Taking part in any school-organised or school-related activity or
 - Travelling to or from school or
 - Wearing school uniform or
 - In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school or
 - Poses a threat to another pupil or member of public or
 - Could adversely affect the reputation of the school.

Using Praise and Recognising Good Behaviour

Praise is key to nurturing motivated, engaged children who make good choices, respect the rights of others, and consequently build positive relationships. It is important that children who make good choices are recognised and praised.

At Egerton CEP School, children are encouraged to be polite and respectful towards others. This is encouraged and modelled by adults and by older children, for example Year 6 monitors.

All members of staff are committed to using positive behaviour reinforcement by doing all we can to avoid humiliating a child, overreacting or giving blanket punishment. Instead, we work on building positive relationships, strive to use humour, keep calm and be positive. We get to know pupils as individuals and try to leave the child on a positive note after dealing with situations.

Children's achievements are acknowledged in a variety of ways, which include awarding House Points, an invitation to the Headteacher's Tea Party, a Class Marble Jar treat and through being given Values Award during Celebration Worship.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Teaching children about good behaviour and about respecting the rights of others

At Egerton CEP School, Spiritual, Moral, Social and Cultural (SMSC) development is promoted through both the curriculum and our Christian ethos. We encourage positive attitudes, shared values, and regular opportunities for reflection.

Children engage in stories, worship, lessons, activities, and games that teach them what good behaviour looks like and how to resolve difficulties constructively. Teachers also use PSHE and other curriculum areas to address specific issues that may affect learning or wellbeing.

Working collaboratively is an important part of school life. Children are given regular opportunities to share and take turns, listen to others, value different opinions, and show respect for diversity.

Through PSHE, worship, and the wider curriculum, children also learn how their choices can protect or infringe upon the rights of others. They are supported to take responsibility for their actions and guided to work restoratively when rights have not been upheld.

Helping children feel safe

At Egerton CEP School, we recognise that in order for children to feel happy and to develop positive relationships they need to feel safe. As adults, it is important we:

- Treat children fairly (and are explicit in this)
- Build positive relationships with all children we have contact with
- Apologise if we make mistakes
- Avoid shouting or using derogatory or humiliating language when speaking to children or to one another
- Teach children ways to manage minor incidents independently and tell other children when they don't like what is happening
- Encourage children to identify a 'safe adult' in the school they would feel comfortable speaking about difficulties with friendships, behaviour or issues at home etc.
- Recognise that when children demonstrate behaviour that distracts themselves or others, there is usually a reason behind this.
- Teach children how to stay safe on the internet, and particularly when using social media
- Are vigilant in recognising changes in children's behaviour and speaking to parents about this if appropriate
- Follow the school safeguarding policy at all times

Behaviour for Learning

We recognise that a clear structure of predictable outcomes, have the best impact on behaviour. At Egerton CEP School we model the desired behaviours, use relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

Egerton CEP School has six Christian Values '**Perseverance, Compassion, Respect, Honesty, Forgiveness, Hope**' that can be applied to a variety of situations. These are taught and modelled explicitly every day in and out of the classroom, collectively during worship, as well as individually during nurture provision and other interventions.

Our approach to behaviour management

Our School Values	Visible Consistencies	Over and Above Recognition
Perseverance Compassion Respect Honesty Forgiveness Hope	• Daily meet and greet • Persistently catching children doing the right thing • Picking up on children who are failing to meet expectations • Accompanying children to the playground at the end of every day • Praising in public (PIP), Reminding in private (RIP) • Consistent language	• House points • Recognition boards • Stickers • Phone call/email • Verbal praise • SLT praise • Values Award • Class Marble Jar Rewards • Show work to another adult • Nomination for Headteacher's award (HT tea party)

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to show (respect, compassion, honesty, forgiveness) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. That is not being respectful. Please walk. Thank you for listening.'
2. WARNING	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to not to display our school values again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to a quiet area etc) (learner's name), Do you remember when(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. That is not displaying our value of perseverance/respect. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. TIME OUT	I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc.)

	Playground: You need to..... (Stand by other staff member/ me / sit on the bench etc.) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are not being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adult in front of the child*
4. FOLLOW UP – REPAIR & RESTORE	1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently?
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important. <i>Teachers should be informed of unacceptable behaviour at lunchtime as it may have implications for the afternoon's lessons, however, the incident should have already been dealt with and further action by the class teacher should not be necessary.</i>	

Consistently unacceptable behaviour or serious incidents will be referred to Headteacher/parents and shared with staff as appropriate.

These include:

- Refusal to work.
- Overtly refusing to follow reasonable requests.
- Leaving the classroom/school premises without permission.
- Engaging in behaviour that prohibits learning.
- Swearing and inappropriate language.
- Deliberate and targeted acts of unkindness or aggression.
- Wilfully and physically hurting another child or adult.
- Wilfully destroying property.
- Bullying of any sort (including on-line and cyber bullying).
- Racial, religious, physical impairment, gender or age related abuse or discrimination in any form.

These types of behaviours will be recorded on a behavior form and logged on CPOMS.

Applying Sanctions

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred. These should be recorded on CPOMS along with a record of the incident.

Restrictive Interventions, Including Use of Reasonable Force

This section is based on the DfE's guidance 'Restrictive interventions, including use of reasonable force, in schools', which was published in December 2025. The guidance came into effect on 1 April 2026.

Key Definitions

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. Restrictive interventions include physical and non-physical actions aimed at restraining pupils in different ways. For example, putting a pupil in a room and not allowing them to leave is a restrictive intervention.

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

A significant incident is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. Appropriate contact might include a handshake to congratulate a pupil, giving first aid, or demonstrating how to use a musical instrument.

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

Who can use restrictive interventions, and when?

All members of school staff can use a restrictive intervention – including reasonable force – to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff should only put a pupil in seclusion to protect others from harm, when a pupil is experiencing high levels of emotional or behavioural dysregulation. The pupil should be supervised during the whole period of seclusion. When the immediate risk of harm is reduced, the pupil should be allowed to leave

The guidance emphasises that any restraint carries a risk of physical and psychological harm, and should be avoided where possible. Before staff use any restrictive intervention, they should assess whether it's necessary and proportionate, and consider the pupil's welfare.

The DfE recommends that staff who are likely to need to use restrictive interventions (including reasonable force) should be adequately trained to do so safely and lawfully, and trained in strategies to prevent the need to use reasonable force.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation. For example, by covering the nose or mouth or applying pressure to the neck or abdomen.

If a pupil is unintentionally held on the ground, staff should release them, or re-position into a safer alternative or standing position as quickly as possible.

How should staff decide whether to use a restrictive intervention?

Before using a restrictive intervention with a pupil, staff should consider:

- **If it's necessary:** there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further
- **If it's proportionate:** staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the pupil such as their age, size and any medical conditions
- **The pupil's welfare:** staff should consider the impact that the use of force or restrictive interventions can have on a pupil, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity

Using reasonable force to search pupils

Headteachers and other members of staff authorised by the headteacher have the statutory power to search pupils and/or their possessions if they have reasonable grounds to suspect that the pupil has a prohibited item.

You can use force to search a pupil for a prohibited item, but not to search for an item banned only under the school rules. For example, force could be used to search for illegal drugs or a weapon, but not for a mobile phone.

What should happen after a restrictive intervention?

If appropriate, the pupil(s) and staff member(s) should be medically assessed and any injuries treated. Record the injury according to your school's procedures.

You must also record and report the intervention (see the sections below on your requirements here).

You should also have a follow-up conversation with the staff member(s) and pupil(s) involved, so you can understand what happened during the incident and why, repair and rebuild relationships, and foster a culture of continuous improvement. It's best for this to be facilitated by a staff member who wasn't involved in the incident.

Using this information, evaluate the incident as soon as possible after the event to understand why the restrictive intervention was used, the impact on pupils and staff, any patterns or trends, and how you could avoid using restrictive interventions in future – for example, by amending or introducing a behaviour support plan for the pupil.

You should continue to monitor the wellbeing of the pupil(s) and staff member(s) and provide additional support where needed. Pupils who witnessed the incident may also need support.

Pupils with SEND and/or disabilities

Restrictive interventions, including reasonable force, can be used on pupils with special educational needs and/or disabilities (SEND).

Where a pupil's behaviour means that it's more likely that staff will need to use reasonable force or other restrictive interventions, you must have a risk assessment in place. You must also work to manage and reduce the risk – for example, by understanding the pupil's triggers and providing staff training.

Where appropriate, you should work with the pupil, their parents/carers, and other professionals to develop:

- Prevention and de-escalation strategies
- A behaviour plan that sets out prevention strategies and the types of physical interventions that will be used

Statutory recording requirements

Our school now has a legal duty to record and report all significant incidents in which a member of staff uses force on a pupil or incidents where a member of staff uses seclusion or restraint on a pupil.

You should record the incident as soon as possible after the event. Ideally, this should be on the same day.

As a minimum, members of staff should record the following details:

- The names of the pupil(s) and staff involved
- Any relevant needs or circumstances of the pupil, including if the pupil has SEND and their SEN code
- The time, date, location and approximate duration of the intervention
- Details of any physical injuries
- Any support provided after the incident, including any medical treatment for injuries

If the staff member(s) didn't use reasonable force, include:

- A brief account of why the staff member(s) assessed that it was necessary to use the intervention

If they did use reasonable force, include:

- A brief account of the incident, including what led up to it, any known triggers that were or may have been involved, and any preventative or de-escalation strategies used
- The type of reasonable force and the degree of force that was used
- A brief account of why the staff member(s) assessed that it was necessary to use force

If reasonable force is used in an incident, you don't need to record it separately under reports for reasonable force and for restrictive interventions. You should cover everything in the same report.

At Egerton CEP School:

- Staff will record all significant incidents on CPOMS using the dedicated restrictive interventions form
- The Headteacher will be automatically alerted when such an incident is recorded
- Staff will complete the record as soon as possible after the event, ideally on the same day

Statutory reporting requirements to parents

You must give a report of the incident to each of the pupil's parents/carers as soon as possible, even if the use of force or restrictive intervention has been agreed as part of a pupil's behaviour support plan.

You don't have to report an incident to the parents/carers if:

- A pupil is 20 years old or older
- Telling the parents/carers would likely cause significant harm to the pupil (including any form of abuse or neglect). In these cases, you must report it instead to the local authority (LA) where the pupil lives

The report should be in writing, and given to the parents/carers on the same day. You should include at least:

- Time, date location and approximate duration of the intervention
- A brief account of why the intervention was assessed as necessary
- A brief account of what type of force was applied, and the degree of force
- Details of any physical injuries and any post-incident support

Do not include identifying details of any other pupil, as this is likely to be a breach of data protection law.

Following an incident, it's best practice to meet with the parents/carers to discuss it. This could include a discussion about any behavioural triggers for the pupil, what de-escalation techniques were used, and what could be done differently in the future.

At Egerton CEP School:

- The Headteacher will be responsible for reporting incidents to parents in writing on the same day
- The Headteacher or Deputy Headteacher will arrange a meeting with parents as soon as possible after the incident to discuss what happened and agree next steps
- All written reports will be stored securely on CPOMS

Analysing data on restrictive interventions and reasonable force

Our school will regularly review and analyse data on restrictive interventions to make sure that we:

- Identify areas for improvement to policies and practices, particularly where strategies and interventions have not been effective
- Identify areas for training and development for staff, for example on how to use de-escalation techniques effectively
- Understand regular patterns or triggers of behaviour for key pupils, to better support them through behaviour support plans
- Identify when the use of restraint was used disproportionately with vulnerable pupils, including pupils with SEND

Our governing board will regularly review and interrogate the data to make sure this is done.

At Egerton CEP School:

- The Headteacher will analyse data on restrictive interventions half-termly
- A summary report will be presented to governors termly, including:

- The number of incidents involving restrictive interventions
 - What kinds of restrictive interventions were used
 - Any patterns or trends identified
 - Actions being taken to reduce the need for restrictive interventions
- The SENCO will be involved in reviewing data for pupils with SEND to ensure interventions are proportionate and appropriate

De-escalation and prevention techniques

Our school will use strategies to minimise the need for force and restrictive interventions.

Whole-school strategies might include:

- Identifying particular 'hotspots' for behaviour issues, such as corridors or areas of the playground and deploying staff to support in these key areas
- Identifying key times of day when behaviour issues are more frequent, and making sure that enough staff are present and on duty at these times
- Adopting a behaviour policy that includes verbal warnings, offering pupils a chance to correct their behaviour first
- Agreeing a shared language for de-escalation with staff, so that pupils receive the same messaging consistently across the school

De-escalation strategies for individual pupils might include:

- Using a calm facial expression and warm, open body language
- Using a warm, calm tone of voice with the pupil
- Calmly reminding the pupil of the consequences of not following an instruction
- Avoiding having too many members of staff present when trying to de-escalate the situation

At Egerton CEP School:

- All staff will be trained in de-escalation techniques as part of their induction and through annual refresher training
- Our stepped boundaries approach (Reminder, Warning, Time Out) is designed to prevent the need for restrictive interventions
- For pupils with identified behavioural needs, individual behaviour support plans will include specific de-escalation strategies
- Staff will use our Christian Values and restorative approach to support pupils in regulating their behaviour

Staff training

All staff will receive training on:

- The requirements of this policy and the DfE guidance
- How to use de-escalation techniques effectively
- How to use restrictive interventions safely and lawfully, if they need to use them
- How to record and report incidents correctly
- Understanding the impact of restrictive interventions on pupils, particularly those with SEND or who have experienced trauma

Staff who are likely to need to use restrictive interventions will receive additional specialist training.

Search Powers and Confiscation

Searching with consent

School staff can search pupils with their consent for any item. Staff are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.

Searching without consent

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

(Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, 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 the property of, any person, including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Egerton CEP School the Headteacher and authorised staff can search and confiscate a pupil's mobile phone if it has been used during school time or has been used inappropriately, causing distress to another pupil or adult.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Confiscation

Confiscation after a search with consent

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Confiscation after a search without consent

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Please read the DfE guidelines relating to the disposal of any items. ([Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies July 2022](#))

Persistent Poor Behaviour

We understand that for some children following our behaviour expectations are beyond their developmental level. Where there are on-going concerns about a child's behaviour, parents will be informed. It is important that home and school, work together to identify the cause of the behaviour and ways to address it.

Persistent poor behaviour concerns are discussed at DSL meetings twice a term. Relevant members of leadership and pastoral staff will be made aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

To improve the behaviour, interventions will be considered, e.g.

- Frequent and open engagement with parents, including home visits if deemed necessary
- Providing mentoring and coaching
- Referral for assessment of underlying need which might be affecting behaviour, for example:
 - Hearing
 - Eyesight
 - Speech and language
- Referral to the school SENCO
- Drawing up of a short-term personalised behaviour support plan or longer-term behaviour plans with objectives agreed by parents, school and child
- Team around the child, to include any professionals working with the child
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

The headteacher will provide governors with a behaviour report three times a year that will include the number of children presenting with persistently poor behaviour, the number and type of interventions, parental engagement and impact of interventions.

Outside Agencies

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and the Headteacher, or as the result of a pupil review meeting. Any outside agency will need information. Therefore, teachers need to document evidence of behaviour carefully as detailed above, so that it can be collated when required.

Training

Members of staff will be encouraged to attend courses and to share 'good practice' throughout the school. In-school training will also take place. Parenting courses are also available for parents and the school can sign post them to these.

All staff will receive annual training on:

- The school's behaviour policy and approach
- De-escalation techniques and preventative strategies
- The use of restrictive interventions, including reasonable force
- Recording and reporting requirements for restrictive interventions
- Understanding the impact of trauma and adverse childhood experiences on behaviour

Staff who are likely to need to use restrictive interventions will receive additional specialist training in safe restraint techniques.

Reduced Timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs.

Exceptional circumstances include:

- There's a specific need for a pupil- eg medical condition
- It's in the pupils best interests
- It's on a temporary basis
- A family bereavement
- A pupil joining the school has significant needs and it is being used for transition

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. 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.

Suspensions and Exclusions

Fixed term suspensions and permanent exclusions are the final consequences of bad behaviour. These are rare, but it may be necessary to exclude a child as a result of their behaviour. This can be:

- Internal suspension where a child is excluded from their classroom and the playground for a fixed period of time. This will be supervised by a member of SLT
- Suspension from school, which can be:
 - For a lunchtime only
 - For a fixed period (e.g. 3 days)
 - For an indefinite period
 - Permanent

If children are at risk of suspension/exclusion, a Pastoral Support Plan (PSP) will be set up to address a pupil's extreme behavioural needs to try to prevent further incidents.

Should a suspension/exclusion still be required, DfE guidelines will be followed and the Local Authority Inclusion Officer will be informed at the earliest opportunity. Parents will be notified of the reason for the exclusion.

Before the child is readmitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of repeating offending behaviour patterns. Permanent exclusion would normally follow the failure of a Pastoral or Behaviour Support Plan to resolve outstanding issues. However, the

school would permanently exclude a pupil without a PSP/BSP if the circumstances justified such action. At all times the school will follow local and statutory guidance when considering suspension or exclusion.

A written record of the discussion and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Parents have the right to appeal against the decision to suspend or exclude to the Governing Body.

The Headteacher is responsible for decisions regarding suspension and exclusion from school.

Dealing With Allegations Against Staff Including Malicious and Unfounded Allegations

The Headteacher has details of the DFE Guidance on dealing with Allegations of Abuse and will contact the Local Authority Designated Officer (LADO) for further advice. If the allegation is determined to be deliberately invented or malicious, the Headteacher will consider whether disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he/she was not a pupil.

If a parent makes an allegation about a member of staff and their use of restrictive interventions, the school will follow the procedures set out in Keeping Children Safe in Education (KCSIE). This includes in relation to the suspension of staff.

Bullying and Racist incidents

Bullying is any persistent behaviour which makes someone else feel unhappy, including not speaking to them, making faces, name calling, and sometimes even physical assault. Bullying will be treated as part of the behaviour policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

Racist incidents will also be dealt with as part of the behaviour policy and will be fully investigated. Support for the perpetrator will be offered as well as for the victim. Parents for both sides will be informed.

We have a very strong anti-bullying policy and anti-racism policy which need to be read alongside the school's behaviour policy.

All incidents of bullying and racist incidents are recorded using the KCC Digital Front Door. Bullying and racist incidents are monitored by the Governors.

Review

The policy will be reviewed at the end/ beginning of each school year. Staff will also be kept updated with the policy at the beginning of each school year and also through our Induction training.

The government document "Behaviour in schools' (2022) and "Restrictive interventions, including use of reasonable force, in schools" (2025) contain further advice for schools on this subject and have been taken into consideration.

Appendix 1: Positive Behaviour Management Tips

Here are some tried and tested tips for positive behaviour management:

- Praise specific good behaviour.
- Ignore persistent callers-out.
- Establish the RWI 'stop' hand signal for getting attention
- Continually observe or scan class behaviour
- Encourage turn-taking in discussion e.g. use a RWI 'TTYP' hand signal
- Encourage calm transitions by using the RWI 1,2,3 commands
- Stop everyone – don't speak to an inattentive audience
- Develop a repertoire of 'looks'
- Be a bit unpredictable (not inconsistent)
- Give clear messages that bad behaviour is always unacceptable – not the person who is doing it
- Give quiet, firm warning or consequences of misbehaviour
- Avoid direct conflict by giving the child a choice of actions
- Isolate trouble makers from main group (but make sure you can see them)
- Be aware of, and control, your own behaviour, including stance and tone of voice
- Analyse your own classroom performance and learn from it. (This could involve you asking for an observation of you to be made for constructive suggestions).
- Speak to children away from the whole class when having to address a behaviour
- Ask children to reflect on behaviour – "do you think you have made a good choice?"