Behaviour Policy

St Michael's Easthampstead CE Primary School

At St Michael's we are a community of active learners who go above and beyond in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others

Policy Name	Behaviour Policy
Brief Description:	This document details our expectations of and approach to managing behaviour.
Status: Statutory/non-statutory	Statutory Policy
Other related policies and procedures:	Safeguarding and Child Protection Policy; Anti-bullying Policy; Use of Restrictive Interventions Policy; Mobile Phone and Smart Technology Policy; Online Safety Policy; SEND Policy; Equality Policy; Supporting Pupils with Medical Conditions Policy; Attendance Policy; Home School Agreement, PSHE and RSE Policy
Approval level: HT/Governors/FGB	HT (FGB approval of principles)
Approved by the Governing Board on:	19/10/2026
Frequency to be reviewed	Annually
Latest Date for Next Review:	October 2027
Version + Schedule of Amendments:	V5 – Annual review incorporating updated DfE guidance on safeguarding, restrictive interventions, mobile phones, suspension and permanent exclusion, and procedures for behaviour support, recording and monitoring.
Signed:	Shaun Riordan
Position:	Headteacher
Date of Signature:	14/9/2026

1. Context

As a community of active learners, we recognise the importance of positive behaviour and its impact on the learning of all.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

DfE: Behaviour in schools 2024.

2. Aims

This policy aims to:

- Establish a positive, safe and inclusive school culture, rooted in our Christian vision to go above and beyond with love and our values of love through: Kindness, Honesty, Respect and Aspiration.
- Promote excellent behaviour, positive relationships, self-discipline and respect for others.
- Set out clear and consistent expectations for behaviour across the school community.
- Ensure that all pupils can learn in a calm, safe and supportive environment, free from disruption, discrimination and bullying.
- Explain how positive behaviour is taught, encouraged and recognised, and how unacceptable behaviour is addressed.
- Ensure that responses to behaviour are fair, proportionate and consistent, while recognising the individual needs of pupils, including those with SEND.
- Outline the roles and responsibilities of pupils, staff, parents and governors in promoting positive behaviour.
- Promote a restorative and supportive approach that helps children reflect upon their actions, repair relationships and develop the skills needed to make positive choices.

3. Legislation and Statutory Requirements

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

Education Act 2002

Education and Inspections Act 2006, particularly sections 88–94

Equality Act 2010

Children and Families Act 2014

Education Act 1996, including powers relating to searching pupils

DfE Behaviour in schools: advice for headteachers and school staff (2024)

DfE Keeping children safe in education (2026)

DfE Searching, screening and confiscation: advice for schools

DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)

DfE Restrictive interventions, including the use of reasonable force, in schools (effective April 2026)

DfE Mobile phones in schools (statutory guidance applicable from September 2026)

DfE Supporting pupils with medical conditions at school

SEND Code of Practice: 0 to 25 years

In accordance with the Education and Inspections Act 2006, this policy takes account of the governing board's written statement of behaviour principles, included in Appendix 1.

The school recognises its statutory duties to safeguard and promote the welfare of pupils, prevent discrimination, make reasonable adjustments for disabled pupils and provide appropriate support for pupils with SEND.

This policy should be read alongside the school's safeguarding, anti-bullying, restrictive interventions and other related policies, available on the school website.

4. Definitions

At St Michael's Easthampstead Primary School, we believe that children and staff have the right to work and learn in an environment which is well ordered, in which they feel safe and in which all individuals are treated with respect.

To meet this aim it is important that the agreed rules of the school are clear and understood by whole school community and are reinforced by positive behaviour management. Positive behaviours enable learning to take place for all children and help to foster friendships and a sense of responsibility throughout the school.

It is important that both consequences and rewards are known and that these are consistently applied.

The school adopts a positive policy based upon rewarding good behaviour but also has clear strategies for consequences. For some children Behaviour Support Plans will be used to help them make good choices.

4.1 Misbehaviour

Misbehaviour may include:

- Disruption to learning, including persistent talking, calling out or distracting others.
- Failure to follow reasonable adult instructions or established school routines.
- Unkind or disrespectful behaviour towards others.
- Inappropriate behaviour during lessons, transitions, playtimes or lunchtimes.
- Deliberate refusal to complete reasonable learning tasks.
- Failure to follow the school's expectations.

Staff will consider the circumstances surrounding the behaviour, including the pupil's age, developmental stage, SEND, communication needs and any other relevant factors. Behaviour which may be linked to an unmet need will be considered in the context of the school's wider pastoral and SEND provision.

4.2 Serious misbehaviour

Is defined as:

- Repeated breaches of the school expectations
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, vaping.
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco, cigarette papers and vapes
    - 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)

Serious misbehaviour also includes child-on-child abuse, including physical abuse, harmful sexual behaviour, sexual violence, sexual harassment, coercion, intimidation and abuse carried out online. This may include inappropriate sexual comments or gestures, unwanted sexual contact, sharing of nude or semi-nude images, including AI-generated or manipulated images, and other behaviour intended to humiliate, threaten or harm another person.

The school will also challenge discriminatory or prejudicial language and behaviour, including racism, sexism, misogyny, misandry, homophobia, biphobia, transphobia and disability-related discrimination.

Online behaviour, including cyberbullying, threats, harassment, harmful AI-generated content and financially motivated sexual extortion, will be treated seriously where it affects the safety or wellbeing of pupils or the school community.

Serious incidents will be referred to the senior leadership team and, where there are safeguarding concerns, to the designated safeguarding lead (DSL). The school will respond in accordance with its Safeguarding and Child Protection Policy.

Not all inappropriate behaviour is necessarily abusive, and responses will be proportionate to the circumstances, the child's developmental stage, the seriousness of the incident and any identified safeguarding risk.

4.3 Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, and also includes new and emerging issues which could be construed as bullying such as AI-generated or manipulated images and content.

At St Michael's, bullying in any form is unacceptable. We actively seek to prevent bullying through our Christian values, PSHE and relationships education, collective worship, assemblies, supervision, pupil voice and the consistent promotion of respectful relationships.

Pupils are encouraged to report concerns to a trusted adult, and parents are encouraged to raise concerns with their child's class teacher or a member of the senior leadership team. Reports of

bullying will be taken seriously, investigated appropriately, recorded and monitored, with support provided to those affected.

Further details of our procedures for preventing, reporting, investigating and responding to bullying are set out in our separate Anti-bullying Policy.

4.4 Child-on-child abuse

St Michael's recognises that children can abuse other children, both within and outside school and online. All forms of child-on-child abuse, including sexual violence, sexual harassment, physical abuse, bullying and harmful sexual behaviour, are unacceptable and will not be tolerated.

Such behaviour will never be dismissed as 'banter', 'just having a laugh' or an inevitable part of growing up.

Staff will respond promptly to concerns, ensure that pupils are listened to, and report safeguarding concerns to the DSL. Appropriate risk assessments, safeguarding measures, pastoral support and referrals to external agencies will be considered where necessary.

The school will ensure that all children involved receive an appropriate response, balancing safeguarding and support with proportionate consequences where appropriate.

Full procedures are outlined in the school's Safeguarding and Child Protection Policy.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Governing Body will receive regular information about behaviour patterns, bullying, suspensions and permanent exclusions, and significant incidents involving restrictive interventions. Governors will monitor the effectiveness and equitable implementation of this policy, including its impact on pupils with SEND and other protected characteristics.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles.

The headteacher is responsible for the implementation and review of this policy, in consultation with the governing board and having regard to the Governor's written statement of behaviour principles.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will ensure that staff receive appropriate induction, training and support in implementing this policy, including understanding the impact of SEND, mental health and individual circumstances on behaviour.

The headteacher will regularly review behaviour records and trends, ensuring that appropriate support, intervention and reasonable adjustments are in place, and that the policy is implemented fairly and consistently.

5.3 Staff (inc. volunteers)

All staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on CPOMS.
- Creating a calm, safe and supportive environment where positive behaviour is explicitly taught and modelled.
- Establishing clear and consistent routines and boundaries.
- Responding to behaviour fairly and proportionately, using prevention and de-escalation strategies wherever possible.
- Making reasonable adjustments for pupils with SEND and considering any individual Behaviour Support Plans.
- Recognising that behaviour may be a form of communication and identifying possible underlying causes.
- Reporting any safeguarding concerns immediately to the DSL.
- Working collaboratively with colleagues, parents and senior leaders to support pupils whose behaviour causes concern.

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

The school is committed to developing positive and constructive relationships with parents and carers. Parents will be informed about significant behaviour concerns and, where

appropriate, involved in planning support and reviewing progress. Parents are encouraged to work collaboratively with the school, celebrate positive behaviour and raise any concerns promptly and respectfully, as per the Home School Agreement and Parent Code of Conduct.

5.5 Pupil expectations

Pupils are expected to:

- Listen carefully
- Speak nicely
- Act kindly
- Move calmly
- Be honest
- Aim high

These expectations are explicitly taught, modelled and revisited regularly through classroom routines, collective worship, PSHE, assemblies and everyday interactions. Children are supported to understand what each expectation looks like in practice across different areas of school life.

Pupils are encouraged to report unkind, unsafe, discriminatory or harmful behaviour to a trusted adult and to contribute positively to a school community where everyone feels safe, valued and respected.

6. Rewards and Consequences

At St Michael's, we believe that positive relationships, explicitly taught expectations and consistent routines underpin excellent behaviour. We encourage children to develop self-discipline, responsibility and an understanding of how their choices affect themselves and others.

Our approach places a strong emphasis on recognising positive behaviour while maintaining clear and consistent consequences when expectations are not met.

6.1 Rewards

Everyday positive behaviour is encouraged and acknowledged through positive reinforcement, encouragement and praise. Our more formal rewards particularly recognise pupils who go “above and beyond” our everyday expectations and demonstrate our school values through exceptional behaviour, attitudes and contributions to the school community.

- Positive reinforcement from adults, thumbs up, smiles, quiet, personal praise
- Credit towards a class reward
- Postcard home for exceptional behaviour and attitudes
- House points
- Golden certificate awarded at Friday assembly and headteacher’s awards

6.2 Consequences

When pupils do not meet the school's behaviour expectations, staff will respond calmly, consistently and proportionately, following the school's stepped approach (Appendix 2).

Consequences are intended to help pupils understand the impact of their actions, develop responsibility, restore relationships and prevent further incidents. They may also be necessary to protect the safety, wellbeing and learning of others.

Staff will consider the child's age, developmental stage, individual circumstances and any SEND or additional needs when determining an appropriate response. Consistency does not necessarily mean that every child will receive an identical consequence.

Where appropriate, staff will use restorative conversations, reflection and opportunities to put things right. Support and appropriate consequences may be used alongside one another.

Parents will normally be informed of significant incidents and consequences. Safeguarding considerations will determine whether and how parents are contacted where there is a risk of harm.

Consequences may include:

- Completing classwork during play, lunchtime or at home to demonstrate the importance of learning time, whilst being proportionate and not routinely interfering with rest, food or essential needs.
- A brief, supervised opportunity to reflect or regulate, with adult support as appropriate, such as spending time at play or lunch with the class teacher or SLT discussing the impact of their actions on others.
- Scheduled time to play away from other children to ensure the child can play safely and sensibly, this being supervised and proportionate, and may form part of a support or safety plan.
- Time with an SLT member of staff to ensure the learning of others can be completed without disruptions, which may include supervised removal from class.
- Meeting with parents/ carers to discuss behaviour expectations and agreed actions including a possible implementation of a behaviour plan.
- Involvement of external agencies where concerns are raised regarding SEN or SEMH barriers.

In the most serious cases, the headteacher may consider suspension or permanent exclusion in accordance with the current DfE statutory guidance. Such decisions will be lawful, reasonable, fair and proportionate, taking account of relevant individual circumstances, safeguarding concerns and the school's responsibilities towards pupils with SEND.

6.3 Removal from the classroom

In some circumstances, a pupil may be temporarily removed from the classroom to restore a calm learning environment, protect the safety or learning of others, or provide an opportunity for the pupil to regulate and reflect.

Removal from the classroom will normally be used only where appropriate classroom-based strategies have been unsuccessful, except where immediate removal is necessary because of serious or unsafe behaviour.

During removal, the pupil will remain appropriately supervised, and suitable learning or pastoral support will be provided. The duration of removal will be proportionate to the circumstances.

A member of staff will support the pupil to understand the reasons for removal and, where appropriate, help them prepare to return successfully to the classroom.

Repeated or significant removals will be recorded and reviewed by the senior leadership team, and parents will be informed where appropriate.

Removal from the classroom is a behaviour management measure and must not be confused with seclusion, which is a restrictive intervention governed by the school's separate Use of Restrictive Interventions Policy.

6.4 Suspension, permanent exclusion and managed moves

The school recognises that suspension and permanent exclusion are serious measures. The headteacher may consider suspension where behaviour represents a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Permanent exclusion will only be considered 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.

All decisions will be made by the headteacher in accordance with the current DfE statutory guidance, including relevant requirements for notification, recording, education provision, governing board consideration and review.

The school will consider the circumstances of each case, including safeguarding needs, SEND, reasonable adjustments and available support. Following a suspension, appropriate reintegration arrangements will be made to support the pupil's successful return.

The school will not use informal or unofficial exclusions, including sending a pupil home to calm down without following the statutory suspension procedures.

The headteacher may, in accordance with this policy, also explore the possibility of a managed move to another school through the Fair Access Protocol.

6.5 Off-site behaviour

The school's behaviour expectations apply when pupils are representing the school, including on educational visits, sporting activities and other off-site events.

The school may also respond to inappropriate behaviour outside school, including online behaviour, where it has a relevant connection to the school, threatens or causes harm to pupils or staff, disrupts the orderly running of the school, or adversely affects the school's reputation.

Any response will be reasonable, proportionate and consistent with the school's safeguarding responsibilities and the circumstances of the incident.

7. Malicious allegations

Where an allegation made by a pupil against a member of staff or another pupil is determined, following appropriate investigation, to have been deliberately invented or malicious, the headteacher will consider whether any action is appropriate under this Behaviour Policy.

The school recognises the importance of distinguishing between allegations that are malicious, unfounded, unsubstantiated or false. An allegation not being substantiated does not, in itself, mean that it was malicious.

Any disciplinary response will be proportionate and will take account of the child's age, understanding, individual circumstances and any safeguarding or mental health needs and may include any consequence listed in section 6 of this policy or, upon the advice received by the headteacher, additional measures not listed in this policy.

All allegations and concerns will be handled in accordance with the school's Safeguarding and Child Protection Policy. Children will never be discouraged from making disclosures or reporting concerns in good faith.

Where a member of staff has been the subject of an allegation, the school will also consider their pastoral and professional support needs.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil expectations and their own classroom charter.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Staff will explicitly teach, model and revisit expected behaviours, adapting routines and support where necessary to enable all pupils, including those with SEND, to participate successfully.

8.2 Playground

The behaviour expectations and policy apply in all areas of the school including the playground.

Staff supervising playtimes and lunchtimes will proactively encourage children to follow the school expectations. Rewards and consequences will be applied in accordance with the policy.

8.3 Restrictive interventions, including reasonable force

St Michael's is committed to minimising the need for restrictive interventions through positive behaviour management, prevention, early intervention and de-escalation.

In exceptional circumstances, staff may use reasonable force where this is lawful, necessary and proportionate, including to prevent a pupil from harming themselves or others, causing serious disruption or damaging property.

Any use of reasonable force must involve no more force than necessary and must be used for the shortest possible time. Restrictive interventions must never be used as punishment.

The school does not operate a 'no contact' policy. Staff will consider individual needs, vulnerabilities, risks and reasonable adjustments when responding to incidents.

Significant incidents involving force, together with incidents of restraint or seclusion, will be recorded and reported in accordance with statutory requirements and the school's separate policy.

Full details of prevention strategies, permitted interventions, training, safeguarding, recording, reporting and review procedures are contained in our Use of Restrictive Interventions Policy, which should be read alongside this Behaviour Policy.

8.4 Confiscation

School staff may confiscate items where this is lawful and proportionate, including items that are prohibited, banned under school rules or considered harmful or detrimental to maintaining a safe and orderly environment.

Confiscated items will be handled and stored safely. Decisions about returning, retaining, disposing of or passing items to the appropriate authorities will be made in accordance with the law, relevant DfE guidance and the circumstances of the incident.

The school's arrangements relating to mobile phones, smartwatches, wearable recording devices and electronic tracking devices are set out in our separate Mobile Phone and Smart Technology Policy.

Where confiscation involves a search of a pupil or their possessions, the procedures outlined in section 13 of this policy will be followed.

8.5 Pupil support

St Michael's recognises that behaviour can be influenced by a range of factors, including SEND, communication difficulties, emotional wellbeing, adverse experiences, trauma and unmet learning needs.

The school is committed to applying its behaviour policy fairly while making reasonable adjustments for disabled pupils and providing appropriate additional support for pupils with SEND.

Where behaviour gives rise to concern, staff will work with the SENCO, senior leaders, parents and, where appropriate, external professionals to identify possible causes and put in place suitable support.

Individual Behaviour Support Plans may be developed where pupils require a personalised approach. These will identify relevant needs, preventative strategies, appropriate adjustments, agreed responses and arrangements for reviewing progress.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will ensure that the provision specified in the plan is secured and will liaise with the local authority where additional support or a review may be necessary.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Support can include:

- Mentoring
- Circle time
- Friendship interventions
- 1:1 check-in
- ELP sessions
- Referral to MHST
- Referral to Behaviour Support specialists
- Referral to other agencies
- Discussion with class teacher or SLT for parents
- Inclusion in a Social Skills group

- 1:1 support in the classroom
- Reward charts/ tick sheets
- Adaption of the working environment
- Use of a time out area
- A differentiated curriculum
- Use of a Behaviour Support Plan
- Additional support and reasonable adjustments, informed by the pupil's individual needs and agreed support arrangements.

8.6 Recording

Significant behaviour incidents, including Level 2 and above incidents under the school's stepped approach, will be recorded promptly on CPOMS, while also recording repeated Level 1 behaviour when it becomes a pattern.

Staff will ensure that records are factual, objective and sufficiently detailed to establish what happened, who was involved, any relevant circumstances, the action taken and any follow-up required.

Safeguarding concerns will be reported to the DSL and recorded in accordance with the school's safeguarding procedures. Serious incidents and relevant patterns of lower-level behaviour will also be recorded where necessary to provide a clear picture of a pupil's needs or ongoing concerns.

The senior leadership team will review behaviour records regularly to identify patterns, repeated incidents, emerging safeguarding concerns and pupils who may require additional support.

Records will also inform the school's evaluation of whether behaviour approaches are fair, consistent and appropriately adapted for pupils with SEND and other protected characteristics.

Appendix 2 outlines the school's stepped approach, including responsibilities for recording, reporting and escalation.

8.7 Mobile phones and smart technology

St Michael's is committed to maintaining a safe, focused and mobile phone-free learning environment.

Pupils are not permitted to use personal mobile phones or other prohibited smart technology during the school day, including lessons, breaktimes and lunchtimes.

Where permitted, pupils in Years 5 and 6 may bring mobile phones to school for their journeys to and from school, subject to the school's agreed procedures. Such devices must be handed to staff on arrival and securely stored until the end of the school day.

The use or possession of other prohibited devices, including certain smartwatches, wearable recording devices, smart glasses and electronic location trackers, is governed by the school's separate Mobile Phone and Smart Technology Policy.

Individual exceptions or reasonable adjustments, including where technology is required for a medical or disability-related need, will be considered on a case-by-case basis and documented appropriately.

Breaches of this policy will be addressed in accordance with the school's behaviour procedures, and devices may be confiscated where appropriate.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Pupils joining the school during the academic year will receive appropriate induction into the school's values, expectations, routines and behaviour procedures.

Additional transition support will be considered for pupils with SEND, social, emotional or mental health needs, or other vulnerabilities that may make transitions more challenging.

Where pupils return following an extended absence, suspension or significant period away from their normal classroom environment, staff will consider any additional support or reintegration arrangements necessary to help them return successfully.

10. Training

All staff will receive appropriate induction into the school's behaviour expectations, procedures and positive behaviour culture.

Behaviour management will form part of ongoing professional development and will include, where appropriate:

- Establishing consistent classroom routines and positive relationships.
- Teaching and reinforcing expected behaviours.
- Understanding the influence of SEND, communication needs, mental health and individual circumstances on behaviour.
- Prevention, de-escalation and restorative approaches.
- Responding appropriately to child-on-child abuse, discriminatory behaviour and online harms.
- Safeguarding responsibilities and recording incidents.

- The safe and lawful use of reasonable force and other restrictive interventions, according to staff roles and responsibilities.

Staff will be supported by the senior leadership team and SENCO in responding to behaviour concerns and developing individual approaches where necessary.

11. Monitoring arrangements

The headteacher and senior leadership team will monitor the implementation and effectiveness of this policy through regular review of behaviour records, staff feedback, pupil voice, parental concerns and other relevant information.

Monitoring will include consideration of:

- The frequency, severity and nature of behaviour incidents.
- Repeated incidents and emerging patterns.
- Bullying, discrimination and child-on-child abuse.
- Suspensions and permanent exclusions.
- Incidents involving restrictive interventions.
- The effectiveness of Behaviour Support Plans and other interventions.
- The impact of the policy on pupils with SEND and pupils sharing protected characteristics.

The governing body will receive appropriate information to enable it to monitor behaviour and hold school leaders to account for maintaining a safe, inclusive and supportive environment.

This policy will be reviewed annually, or sooner where changes in legislation, statutory guidance or the school's circumstances make this necessary.

12. Links with other policies

This Behaviour Policy should be read in conjunction with the school's other policies as listed on the first page, which can be found on the school's website: stmichaelseasthampstead.com/policies

13. Searching, screening and confiscation

St Michael's recognises its responsibilities to maintain a safe school environment while respecting the dignity, privacy and welfare of pupils.

Searches will be conducted in accordance with the DfE's Searching, screening and confiscation guidance.

13.1 Authority to search

The headteacher, or a member of staff authorised by the headteacher, may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil is in possession of a prohibited item or an item identified in school rules as an item for which a search may be made.

School staff may also search a pupil with their informed agreement, where appropriate.

13.2 Prohibited and banned items

Statutory prohibited items include (but are not limited to) knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and articles reasonably suspected of being used to commit an offence or cause injury or damage.

The school also identifies the following as banned items for which a search may be made where lawful:

- Vapes and electronic cigarettes.
- Mobile phones and other prohibited personal communications devices, including smartwatches.
- Prohibited wearable recording devices, including smart glasses.
- Electronic location trackers and other devices prohibited under the school's Mobile Phone and Smart Technology Policy.
- Other items the school has communicated to parents are not acceptable to be in school, such as certain toys or fidget devices not approved by the headteacher, class teacher or SENDCo.

The school will manage medication in accordance with its Supporting Pupils with Medical Conditions Policy. Medication will not be treated as automatically prohibited simply because it has not been declared.

13.3 Procedures for searching pupils

Searches will be conducted sensitively and proportionately, with appropriate regard for the child's age, SEND, vulnerabilities and safeguarding needs.

Before conducting a search, staff will explain the reason for the search, what it will involve and seek the pupil's cooperation.

Searches will normally be undertaken by an authorised member of staff of the same sex as the pupil, with another member of staff present as a witness, subject to the limited urgent exceptions permitted by law.

A search of a pupil's person will be limited to outer clothing and other actions permitted by law. School staff will never carry out a strip search.

Where a pupil refuses to cooperate, staff will seek advice from the headteacher or DSL as appropriate. Reasonable force may only be used to conduct a search where the law permits it and where its use is necessary and proportionate. Force must not be used to search solely for items prohibited under school rules.

13.4 Safeguarding and recording

Searches for statutory prohibited items will be recorded, including where no item is found. The DSL will be informed of such searches and any search revealing safeguarding concerns.

Parents or carers will be informed as soon as reasonably practicable following a search for a statutory prohibited item. Staff will consider the pupil's welfare and whether additional support or safeguarding action is required.

Where police involvement or a possible strip search is being considered, the school will follow DfE guidance, ensure appropriate safeguarding oversight and advocate for the child's welfare, including the involvement of an appropriate adult where required.

13.5 Confiscation

Items found during searches may be confiscated where lawful and appropriate. Decisions about retention, return, disposal or referral to the police will be made in accordance with relevant legal requirements, DfE guidance and safeguarding considerations.

Items will not automatically be retained permanently. School staff will take reasonable steps to ensure that confiscated property is handled securely and appropriately.

Appendix 1: written statement of behaviour principles

Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Suspension, fixed-term exclusions and permanent exclusion will be used in accordance with statutory guidance and will be fair, lawful, proportionate and subject to appropriate safeguards and review arrangements
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The needs of pupils with SEND and other vulnerabilities will be recognised, and reasonable adjustments will be made where required to ensure equitable treatment
- Safeguarding, positive relationships and the dignity and wellbeing of all members of the school community will underpin the school's response to behaviour.

This written statement of behaviour principles is reviewed and approved by the Governing Body every year

Appendix 2: stepped approach

All incidents will be considered individually. The level assigned to an incident is intended to guide staff responses, not replace professional judgement. A single incident may warrant immediate escalation where necessary to safeguard pupils or staff. Behaviour Support Plans, reasonable adjustments and safeguarding procedures may require a personalised response. SLT will review serious incidents and repeated patterns at least half-termly, with more immediate review where the circumstances require it.

Stepped approach

1st time - Ask nicely 2nd time- Tell 3rd time - Now it's a Level 2 incident

All staff are responsible for the behaviour of all the children in our school community

Levels

1. Incident of poor behaviour – i.e., name calling, pushing, minor disagreement (e.g., arguing over a rubber/scoop)

Remove the item, separate the children, 5-minute time out. If Break/ Lunchtime – All adults outside/ in lunch hall to record incidents and hand to teachers and class teacher to be verbally informed.

2. Swearing, persistently ignoring adult instructions, physical aggression – kicking, shoving, hitting etc.

Separate children, 5 minutes timeout while you find out what is going on, talk to each child including bystanders. All adults outside/ in lunch hall to record incidents at break and lunchtimes, including what happened and what was done. These are to be handed to teachers when they pick up classes. CPOMS to be completed that day by the adult that dealt with the situation, identify target and perpetrator, bystanders etc. by name alerting appropriate adults, parents to be informed by class teacher as soon as possible.

Possible consequences for repeated level 2 incidents: Miss part or whole of the next playtime/lunchtime (this is only where previous 5-minute timeouts have been issued, and this MUST be logged on CPOMS).

Assign to class teacher, alert SMT.

If children are regularly reported at Level 2 you may need to consider a behaviour support plan discussed with SLT/ SENCO and agreed with parents. Records should show on CPOMS before this threshold is reached.

3. Racist, homophobic, sexualised or any other discriminatory talk, biting, targeted physical assault on adults or children

Immediately remove from situation, SLT informed, record on CPOMS or sheets, to be recorded on CPOMs by class teacher, parents informed by class teacher or SLT member, SLT to investigate and add actions to original incident on CPOMs.

SLT to monitor incidents half-termly to identify patterns of behaviour which could indicate bullying or the need for additional external support.

4. Serious assault on pupils or staff

SLT to deal with, CPOMs to be completed by SLT, parents informed.