

'Doing our best to achieve our best'

Clarendon Primary School & Nursery
Behaviour Policy

Introduction:
At Clarendon Primary School, we believe that children will achieve their full potential when they feel safe, supported, valued and respected. This policy has been formulated with the safety and wellbeing of the children in mind and to enable the school to function efficiently as a place of learning. We believe that children should be supported to understand that their behaviour choices can have an impact on themselves and others. This policy embraces our school values and encourages children to make the best choices to '*do their best to achieve their best*.' Positive, caring and polite behaviour is encouraged and always praised in our school environment, where children learn to respect themselves, other people and their surroundings.

We recognise that some children are vulnerable and may require additional support in order to take responsibility for their behaviour at our school. We will always seek to take account of individual pupil's needs including those of vulnerable students, those with SEND needs and those children from a different race, religion or culture.

At Clarendon Primary School, we actively seek opportunities to recognise positive behaviour and we work hard to forge relationships based on our school values.

Parents/Carers have a vital role in promoting good behaviour and we believe that effective home/school communication and partnership is essential. If a child shares any concerns at home, we encourage parents/carers to contact the child's class teacher or a member of school staff so that we can work in partnership to resolve the situation positively for all concerned. We also ask parents to work alongside us and inform the school of any changes in circumstances that may affect their child's behaviour. Where further support is required, we will work together with school resources and external agencies to ensure that strategies can be put in place and applied consistently at home and school.

To ensure a safe, calm and positively learning environment, children are taught, and expected to:
- Follow Clarendon's Learning Rules (see **Appendix 1**).
- Behave in an orderly and self-controlled way.
- Show kindness and respect to each other and to members of staff.
- Treat the school buildings and school property with respect.
- In class, make it possible for all children to learn.
- Move quietly around the school.
- Always wear the correct uniform.
- Accept any consequences given, using time to reflect on choices made and what may be a better choice next time.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments will be made to routines and support arrangements to ensure all children can meet our behavioural expectations.

The aims of our policy are:
- To create a safe, secure, inclusive and happy school environment with a positive ethos of praise.
- Establish a whole-school approach, to maintain high standards of behaviour that reflect the values of the school.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

- To instil high expectations of behaviour and respect for everyone involved in the school community.
- To ensure consistency of approach, appropriate to the age of the child.
- To demonstrate the value that is attached to social learning.
- To be very positive in our approach to behaviour management.

Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2024
- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026
- Use of reasonable force in schools
- Supporting children with medical conditions at school

It is also based on:

- The Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate children' behaviour, publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate children's property.

Roles and responsibilities

The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 6).
- Reviewing this behaviour policy in conjunction with the Headteacher.
- Monitoring the policy's effectiveness.
- Holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body.
- Giving due consideration to the school's statement of behaviour principles (Appendix 6).
- Ensuring the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of children.
- Ensuring that staff understand the behavioural expectations & the importance of maintaining them.
- Ensuring new staff are provided with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, & how best to support all children to participate fully.
- Offering appropriate training in behaviour management and (where appropriate) the impact special educational needs and disabilities (SEND) and mental health needs can have on behaviour.
- Ensuring this policy works alongside the safeguarding policy, offering children both sanctions and support when necessary.
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

School staff
Staff are responsible for:

- Creating a calm and safe environment for children.
- Establishing and maintaining clear boundaries of acceptable behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards by teaching behaviour and in every interaction with children.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of some children.
- Considering their own behaviour and the impact this has on the school culture and ensuring they uphold school rules and expectations.
- Recording behaviour incidents promptly on CPOMS and ensuring they are reported to the office so that they can be reported to parents.
- Challenging children to meet the school's expectations.

N.B – The senior leadership team (SLT) will support staff in responding to behavioural incidents.

Parents and carers
Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home, where appropriate.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behavioural interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and support its culture.

The school values relationships with parents and recognises the importance of working in partnership, we endeavour to achieve this by keeping them informed about any developments in their child's behaviour and working in collaboration with them to tackle behavioural issues/concerns.

Children
Through annual class inductions and regular assemblies, children will be made aware of the following:

- The expected standard of behaviour they should be displaying at school, including rewards they can earn for meeting the behaviour standard and sanctions for behaviour which does not reflect these standards.
- That they are expected to follow Clarendon's Learning Rules.
- The school's key expectations.
- The pastoral support that is available to them to help them meet the behavioural standards.
- How to share worries and concerns with adults in school.

Where ongoing difficulties emerge, children will be supported to meet the behaviour expectations by school staff.

Children will be asked to give feedback on their experience of the behaviour culture in school to support the evaluation, improvement and implementation of this behaviour policy.

Managing behaviour in class

(This should be read alongside **Appendix 2 – Use of Sanctions**)

Children at Clarendon are expected to **take responsibility for their own behaviour** and are encouraged to make positive behaviour choices. Clarendon's Learning Rules (which were written and

reviewed in consultation with children, staff, parents and carers) are outlined in **Appendix 1** alongside the Behaviour System summary and are displayed in all classrooms to support children in making informed decisions about their behaviour.

'Zones of Regulation' are used with children in all classes to build awareness of their emotions and feelings and how to manage them. Children are encouraged to manage their feelings in order to be able to self-regulate and make appropriate behaviour choices, conducive to promoting and maintaining positive relationships, as well as for engaging effectively in all learning opportunities provided.

We recognise that children need to form positive relationships with staff so that they they feel safe enough to report incidents that cause them concern or distress. In school, staff endeavour to build relationships in the following ways:

- Praise and use good behaviour as a model as often as possible.
- Recognise and reward effort and achievement to promote self-esteem.
- Be clear, consistent and fair when things go wrong.
- Use a calm manner when dealing with behavioural issues.
- Treat all children equally irrespective of gender, race, religion or disability.
- Be clear that they are addressing the behaviour of the child and not the person.
- Be prepared to listen and hear everyone's point of view.
- Intervene early to make sure everyone is safe.
- Be alert to all forms of bullying and sexual or racial harassment and follow school safeguarding policies and procedures to deal with this.
- Apply the agreed behaviour rewards and sanctions consistently.
- Review and reintroduce Clarendon's Learning Rules, regularly and as required.
- Ensure that children understand why consequences are being given.

Rewards

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. At Clarendon Primary School, we encourage children to take responsibility for their own behaviour and spotlight good behaviour, which may be rewarded in the following ways:

- Verbal praise
- Communication with parents either verbally or written
- Smiley faces/stickers/stamps
- House Points
- Weekly Achievement Awards/Certificates (given in weekly Celebration Assemblies)
- Incentives e.g. Reading raffle
- Children sent to other teachers/senior staff for praise
- Positive behaviour postcard which is posted home for exceptional work or effort
- Other class rewards e.g. secret student

Use of Sanctions

We acknowledge that sometimes people make the wrong choice. At Clarendon, we encourage honesty and recognise that children need an opportunity to reflect on what has happened and consider the impact of their choices. We involve the children in identifying what went wrong and help them to consider how this situation can be prevented from happening again.

When a child has chosen not to follow the rules, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Sanctions are given in accordance

with the guidance in **Appendix 2 – Use of Sanctions.** Staff aim to be assertive and calm in their approach to managing behaviour and focus on providing solutions for the future.

Reset and Reflection time following tiered sanctions
Children given tier 1 or 2 sanctions will be given 'reflection' time at the start of break/lunch time. When a child is reflecting on their behaviour, the following questions may be asked:

- What happened?
- What wrong choice did you make?
- What choice should you have made?
- How will we know that you are sorry?

Children in Key Stage 2 who are given 'red' cards in class can, at the discretion of the teacher, they may also be expected to complete any unfinished / missed work.

Coloured cards can be given not only if children persist in a poor behaviour choice that resulted in a warning, but also separately if their choice is considered to be more serious in nature. These sanctions are outlined in **Appendix 2 – Use of Sanctions.**

For some children, who have more significant social emotional and mental health needs or for whom it is considered that the school behaviour management system is not appropriate, other behaviour management systems may be used. For example, monitoring behaviour (by logging these in a way that enables staff to see if there are patterns or specific triggers) or by generating 'de-escalation' or 'Personal Support' Plans, with a focus on specific targets and ways to support a child to regulate and modify their behaviour. These are explained in greater detail in **Appendix 3 – Individual Behaviour Support Plans.**

Removal from classrooms
In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited period of time. Children who have been removed from class will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a significant sanction and will only be used in response to significant misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is deemed serious enough to warrant immediate removal.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive.
- Maintain the safety of all children.
- Allow the disruptive child to continue their learning in a managed environment.
- Allow the disruptive child to regain calm in a safe space.

Children who have been removed from the classroom are supervised by a member of staff, (usually a member of the senior leadership team) and will be removed for a maximum of ½ a day, dependant of the issue. (**N.B –** Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher or Deputy Headteacher.) Children will be reintegrated back into their classroom as soon as appropriate and safe to do so. Furthermore, the school will consider what support is needed to help the child successfully reintegrate and subsequently meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from their classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class. These could include, but are not limited to:

- Use of teaching assistants.
- Use of individualised support strategies, e.g. being allowed to leave the class to re-regulate when cross.
- A member of staff regularly 'checking in' with a child to see how things are going and resolve any 'low level' concern or worry that may come to light before they escalate.
- Use of short term 'behaviour reward' systems.
- Access to targeted support sessions, e.g. ELSA.
- Long term behaviour plans.
- Pupil support units.
- Multi-agency assessment.
- In very serious cases, use of a part-time timetable for a limited period. (If used, these are set up in consultation with parents and where appropriate, with the local authority. These timetables are regularly reviewed.)

Exclusions

We are committed to using exclusion only as an absolute last resort after all other sanctions have been exhausted. However, in light of a serious incident in school that results in a person being hurt; damage being caused to school property or significant disruption being caused to the teaching and learning of other children, sanctions in the behaviour policy will be escalated immediately and the pupil may receive a fixed term suspension. Very serious incidents or a persistence of serious incidents may result in a permanent exclusion.

If children are suspended for a fixed period the school will provide work. It is the parent's responsibility to ensure the pupil completes the work and returns it to school for review, (**N.B.** parents/carers can be fined if children are found in a public place during an exclusion period).

On returning to school the child, with their parents/carers, will attend a reintegration meeting. These meetings are considered to be a vital part of the reintegration process and provide parents/carers, the child and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful re-admission. Where behaviour displayed is part of an ongoing pattern or is part of wider difficulties the child is experiencing, support strategies identified and the approach staff will use will be drawn up on a 'de-escalation plan' / 'Pastoral Support Plan' and shared with the child's parents, staff and supporting professionals.

Where a 'de-escalation plan' / 'Pastoral Support Plan' is already in place and is having no impact on the child's behaviour, then a managed move to another school may be considered, if appropriate, and where all professionals supporting the child and their parents agree.

Where a permanent exclusion is deemed the only option left to the school, this process will be undertaken in accordance with the governments 'Suspension and Permanent Exclusion Guidance – August 2024.'

Specific arrangements used within EYFS

- The Nursery and Reception class rules will be displayed in an appropriate form that is understandable to all children.
- All children will be explicitly praised for good behaviour as this helps them develop their understanding of Nursery/Reception class expectations and enables them to recognise what 'good' behaviour looks like.
- Where inappropriate behaviour is seen, a verbal warning will be given along with a clear explanation of what was wrong.
- If the behaviour continues, a reflection time for approximately 3 minutes is given in the classroom. The child will then have a discussion with their teacher to reflect on their behaviour.

- If the child's behaviour continues or is of a more 'serious nature', e.g. hitting or biting another child, they will be given a reflection time, in the other EYFS classroom for approximately 5-10 minutes (or a period of time appropriate to their age and level of development). They will then have a discussion about their behaviour with the adult managing the situation. After this, the child will be given a 'fresh' start and be allowed to return to their chosen activity. (If appropriate, the child will be initially supported by the adult in order to support their reintegration.)
- If the child's behaviour continues to deteriorate or escalate they will have a reflection time in the Headteacher or Deputy Headteacher's office.
- Where necessary, at the end of the day, the class teacher will speak to the child's parent / carer.
- If a child receives regular reflection time, their parents will be asked to attend a meeting with the class teacher/Early Years Lead, in order to discuss how their child can be best supported.
- Where a behaviour is physical or deliberate in nature (as oppose to developmental), this will be recorded on CPOMS.

Through partnership with parents and formal observations, staff will make every effort to identify reasons for these behavioural concerns as well as possible strategies to manage them. From these observations and discussions an individual behaviour modification plan may be developed, if felt necessary. Where appropriate, behaviour charts will be used to help the child reflect on their behaviour, including behaviours that are desired and positive.

Please note, in EYFS any, 'time-out' will be given immediately after the incident.

The School Behaviour System

The school operates the following behaviour system:

Step 1 – Warnings/Reminders
Step 2 – Reset
(*A quick, short pause to help the child calm down and support them to reset their emotions and return to learning/play)*
Step 3 – Reflection
(*A more formal consequence that requires a child to think more deeply about their actions, discuss what has happened and consider how to prevent recurrence)*
Step 4 – SLT

Managing behaviour during break and lunch times

(This should be read alongside Appendix 2 – Use of Sanctions)

We understand that the majority of children enjoy school if they feel happy and safe, especially during break and lunchtimes. We work in collaboration with children, staff and parents/carers to enrich playtimes and offer children a range of resources and activities to meet their varied interests. We aim to provide space for children to develop socially, physically and imaginatively.

A separate card system, which supports the school behaviour systems, operates at break and lunchtimes. We aim to deal with lunchtime incidents swiftly so that they can be resolved and not brought back into class to disrupt learning.

Step 1 - Warning/Verbal Reminders:
A warning is given against further misbehaviour outside, e.g. spoiling a game, being unkind to another child.

Step 2 – Resets are typically given for:
- Persistently spoiling a game

- Intentionally being unkind to another child
- Use of ‘poor’ language / name calling
- Refusal to follow instructions
- Being disrespectful to an adult
- Misuse of equipment
- Being inside without permission
- Unsocial behaviour at the lunch table
- Telling lies

No more than 5-minute reset time will be given, to give an opportunity for a child to self-regulate.

Step 3 – Reflection time is typically given for:
Where behaviours persist after the opportunity to reset or they are more serious in nature (see below), a minimum 10-minute reflection time will be given.

Immediate reflection time will be given for:
- Fighting / making physical contact with a child or adult, with the intent to hurt / injure them
- Deliberate vandalism
- Deliberate and intentional damage of others or of the school’s property (vandalism including graffiti on walls, desks or books)
- Swearing or using abusive language (including writing inappropriate words)
- Spitting at / towards someone else with intent
- Homophobic, misogynistic racist or sexist behaviour (additional Surrey form also to be completed)
- Challenges to authority and complete refusal to follow instructions

Following a reflection time staff will have a restorative conversation with the child which will encourage them to reflect on how things can be put right and ask questions such as:
- “What do you think went wrong and why?”
- “Let's talk about how we can put this right."
- "Who has been affected by your choice?"
- "How do you think they feel?"
- "What can you do to make things better?"
- "What will you do differently next time?"

When Reflection time is given, this will be recorded on CPOMS by the member of staff who has dealt with it and it will be reported to parents via the school office.

Step 4 – Immediate SLT involvement (see Appendix 2)

Midday supervisors log behaviour issues onto a ‘Lunchtime Behaviour Record (see **Appendix 4 – Lunchtime Behaviour Record**) which is kept in a ‘Lunchtime Behaviour File’ and is monitored by SLT. Where children are persistently struggling to make sensible behaviour choices during playtimes, a member of the SLT will liaise with the child and the parents may be contacted to follow up.

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

When concerns arise, the school will consider whether a child’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, staff will follow our child protection policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate. Please refer to our child protection policy for more information or speak with the school’s DSL (William Neale) or Deputy DSL (Louise Stondzik.)

Monitoring and Evaluation:
Behaviour records at Clarendon are regularly monitored. Data is analysed by members of the SLT and is used to identify 'particular concerns' as well as monitor trends and the consistency of the application of the policy. This may lead to targeted intervention by staff for identified children in order to address any priorities identified with the implementation of this policy.

Managing Specific Incidents

Bullying
Bullying is defined as the repetitive & intentional harming of one person or group of people by another person or group, where the relationship involves an imbalance of power. It results in pain and distress to the victim.

Bullying considered as something:
- Deliberately hurtful.
- That is repeated, often over a period of time.
- Difficult to defend against.

Bullying is not acceptable in any way and will not be tolerated. (See our Anti-bullying policy for further details.)

Mobile phones
Children are not allowed mobile phones in school. Whilst we recognise that they can form an important part of children staying safe when walking to and from school alone as parents can keep in contact with their children, on arrival at school mobile phones must be turned off and handed to the member of staff at the school gate. During the day these are locked away in the school office and handed back to the children as part of their class dismissal routine.

Any concerns shared with the school regarding the inappropriate or unsafe use of phones / online technology will be immediately followed up with the children, with appropriate actions taken. These could include individual / small group discussions with the children concerned, whole class teaching to address a specifically identified concern, liaison with parents, and if an incident is serious enough, involvement of the police. Where concerns are of a possible safeguarding nature these will be managed under the school's child protection policy. (See our Mobile Phone Policy for further details).

Racial Incidents
Where a racist incident occurs, the DSL will be informed. The incident will then be logged on CPOMS and reported in accordance with Surrey Procedures. Depending on the nature of the incident, a meeting may be held with the child's class teacher, a member of the SLT and the child's parents/carers.

The member of SLT who dealt with the incident will also make contact with the parents of the pupil who has been affected to inform them of what happened and outline what action was taken. Where there are repeated racist incidents or a single serious incident, this may lead to consideration under child protection procedures.

Searching screening and confiscation

Searching children

Should the need arise, the school reserves the right to screen and search children where they have reasonable grounds to suspect that they may have a prohibited item, including; an item banned by the school, illegal or stolen property, or dangerous weapons. This will be done respectfully and in accordance with the DfE's 'Searching Screening and Confiscation' guidance.

All staff members have the authorisation to carry out searches of children if it is relates to searching their pockets, bags or tray. Any other search required needs to be authorised by the Headteacher or Deputy Headteacher first unless the 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.

Where searches required relate to more than the child's pockets, bag or tray, (subject to the exceptions below) members of staff carrying out a search should be of the same sex as the child, with another member of staff present as a witness to the search.

A member of staff of a different sex to the child can carry out a search without another member of staff present 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 a member of staff conducts a search without a witness they should immediately report this to the Headteacher or Deputy Headteacher, and ensure a written record of the search is kept. This should include:

- name, year, sex, ethnicity of every pupil searched
- grounds of suspicion
- time and place
- who searched
- who else was present
- how the search began and progressed
- the pupil's responses and how staff addressed them
- outcomes and follow-up actions

If a member of staff considers a search to be necessary, but is not required urgently, they should seek the advice of the Headteacher/DSL, Deputy Headteacher/ Deputy DSL who may have more information about the pupil. During this time the child should be supervised and kept away from other children.

A search can be carried out if a member of staff has reasonable grounds for suspecting that the child 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 children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, for example on a school trip.

Before carrying out a search the member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other children or staff at risk.

- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the child why they are being searched.
- Explain to the child what a search entails – e.g. I will ask you to turn out your pockets and your bag.
- Explain how and where the search will be carried out.
- Give the child the opportunity to ask questions.
- Seek the child's co-operation.

If the child 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 / DSL or the Deputy Headteacher / Deputy DSL to try and determine why the pupil is refusing to comply.

The Headteacher / DSL or the Deputy Headteacher / Deputy DSL will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder.

A member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

Searching children' possessions

Possessions means any items that the child has or appears to have control of, including their tray and bags.

A child's possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items and items identified as not allowed in the school rules.

A member of staff can search a child's possessions when the child and another member of staff are present; however, if a member of staff deems that 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 first, the search can be carried out by a single member of staff.

Informing the designated safeguarding lead (DSL)

The staff member, who carried out the search, should inform the Headteacher / DSL or the Deputy Headteacher / Deputy DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened.
- What was found, if anything.
- What has been confiscated, if anything.
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found following any search, the school will consider whether the child 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 then consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Searching, screening and confiscation of electronic devices

Staff may lawfully search electronic devices, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm.
- disrupt teaching.
- break school rules.
- commit an offence.
- cause personal injury or damage property.

They may examine any data or files on the device where there is a good reason to do so. Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. **(N.B –** If staff have reason to suspect images may be of a safeguarding nature, these shouldn't be viewed, but reported immediately to the DSL.)

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Confiscation and Disposal

Staff have the power to confiscate any item, which is illegal or banned from school. In most circumstances, staff will confiscate items which are banned from school and return them to children at the end of the day; however, on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items, (weapons or substances) will be handed to the Police.
- Legal but banned consumable items, (alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of or given to the child's parents. (Reasons for the decision will be shared with parents.)
- High value items, (£20+) e.g. mobile telephones, electronic devices etc. which are confiscated, will be held securely until a parent/carer makes arrangements to collect them.

Strip searches

A member of staff's power to search, as outlined above, does not enable them to conduct a strip search (removing more than the outer clothing). Strip searches, on school premises, can 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 child's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will also 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 child/ren involved. Staff retain a duty of care to the child involved and should advocate for their wellbeing at all times.

Please refer to **Appendix 5** for more details relating to 'Strip Searches'.

Use of reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

- Committing an offence.

Incidents of reasonable force must:
- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded (see forms in the school's 'Positive Touch and Restraints Policy') and reported to parents.

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

The school reserves the right to use reasonable force with a pupil should the need arise. This will be undertaken in line with the guidance outlined in the school's 'Positive Touch and Restraints Policy'.)

Behaviour out of School

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. The Headteacher has the right to discipline children beyond the school gate when non-criminal bad behaviour or bullying occurs anywhere off site and is witnessed by a member of staff or reported to the school.

The Headteacher, in dealing with the incident outside school, will consider the following:
- Whether the misbehaviour has repercussions for the orderly running of the school.
- Whether the misbehaviour poses as a threat to another pupil, staff member or member of the public.
- Whether the misbehaviour could adversely affect the reputation of the school.

Clarendon cannot be responsible for children' behaviour when they are out of school, but will endeavour to investigate any incident which is reported to the Headteacher. The school will always cooperate with the Police in any investigation of incidents which are thought to involve any of its children. The Headteacher will also consider whether the police or anti-social behaviour co-ordinator, in their local area, should be notified of any particular situation and the subsequent actions taken. If the Headteacher feels the misbehaviour is related to issues of child safeguarding, then the school's safeguarding policy will be followed.

Online misbehaviour

The school can issue behaviour sanctions to children for online misbehaviour when:
- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.

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

Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or a member of the school's senior leadership team will make the report.

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

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

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. These will be managed in line with the procedures outlined in the school's 'child protection policy'.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. When a report is received the school's response will always be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

Clarendon Primary School have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally.
    - Refer to early help.
    - Refer to children's social care.
    - Report to the police.

Please refer to our child protection and policy for more information. (This can be found on the school's website.)

Pupil transition

Children joining the school

The school will support children joining the school to help ensure they understand our expectations around behaviour so that they are able to meet the standards expected. This will be undertaken by the child's class teacher.

Preparing children for their transition to a new year group or school

To ensure a smooth transition to the next year or school, children have the opportunity to take part in a 'meet the teacher' session at the end of the year and complete induction activities at the start of the next year, which will include exploring classroom rules and expectations. In addition, staff members will also hold transition meetings.

To ensure a child is continually supported and the right support is put in place within a new school, information related to a child's needs and behaviour may be transferred to relevant staff members at a child's new school.

Responding to misbehaviour from children with SEND

Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted on by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a child's

SEND needs; however, we recognise that not every incident of misbehaviour will be connected to this. Decisions on whether a child's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where needs are known to affect their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. These duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014).
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan are secured and the school has co-operated with the local authority and other bodies to ensure this.

As part of meeting these duties, the school will anticipate, as far as possible, any likely triggers of misbehaviour, and, put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the child and therefore be assessed and managed on an individual basis.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND need?
- Whether the child is likely to behave aggressively due to their particular SEND need?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for their behaviour in the same way as it would with other children. At these times, the school will assess if it is appropriate to use a sanction & if so, whether any reasonable adjustments need to be made to it.

Considering whether a child displaying challenging behaviour may have an unidentified SEND need

The school's Special Educational Needs Co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying need not currently being met. Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other relevant professionals to identify or support specific needs.

When acute needs are identified, we will liaise with external agencies and plan support programmes for that child on an individualised basis. We will also work with the child's parents to create the plan, which will be reviewed on a regular basis.

Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan will be secured. (The school will co-operate with the local authority and other professional bodies, where necessary, to do this.)

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan to review current provision arrangements in place. Again, this will be undertaken in consultation with parents.

Misconduct of staff members:

Any allegation of misconduct against a member of staff will be taken seriously. In the event of a staff member being accused of misconduct, the Headteacher will refer the incident to the LADO and it will be dealt with using the Local Authority procedure. Staff members will not automatically be suspended after

an allegation of misconduct; this will be considered as part of the initial investigation into the matter. Any decisions in respect of follow up action will be made after liaison with the LA and/or in line with their procedures. Please see 'managing allegations of abuse made against staff or volunteer's policy'.

Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy, as well as the school's 'Managing allegations of abuse made against staff or volunteers' policy', for more information.

Other relevant policies:

This policy should be read in conjunction with the following policies:

- The child protection policy
- **Anti-bullying Policy**
- **Positive Touch and Restraint Policy**
- **Governor's Statement of Behaviour Principles**
- **The Equality Policy, Equality and Accessibility Plan and The Single Equality Scheme**
- **SEN Policy**
- **Looked After and Previously Looked After Children Policy**
- **PSHE and Citizenship Policy –** *this outlines how the school teaches and supports children to grow and develop as individuals, as members of families and communities as well as help them learn how to make their own informed decisions and take responsibility for their own lives and community.*
- **Relationship and Sex Policy –** *This outlines how the school teaches and supports children to develop the personal skills needed to establish and maintain positive relationships as well as make responsible and informed decisions about their health and well-being.*

Review:

Monitoring this policy

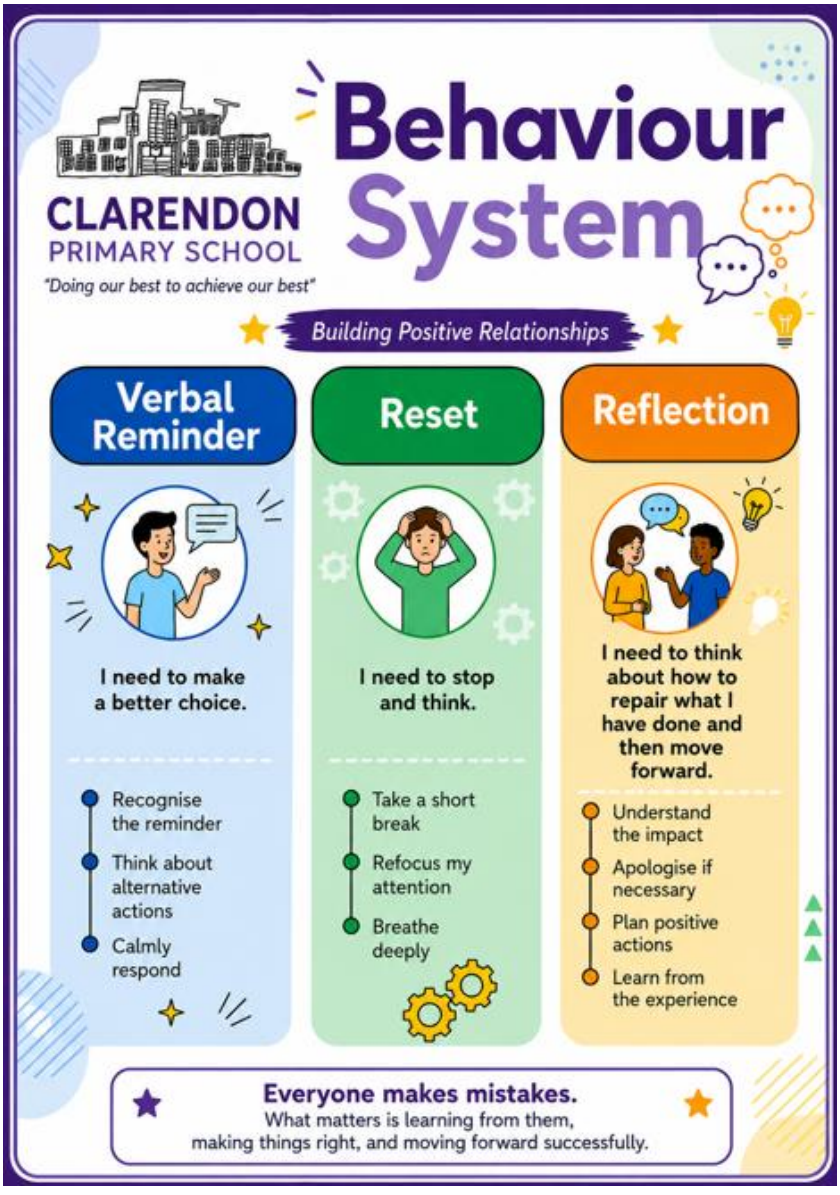
This policy will be monitored and reviewed by the SLT and approved by the governing body at least annually or more frequently if needed.

The written statement of behaviour principles **(Appendix 6)** will also be reviewed and approved by the Full Governing Body annually.

Date reviewed: September 2026
Review Date: September 2027

Appendix 1


CLARENDON'S GOLDEN RULES
FOLLOW INSTRUCTIONS
SHOW RESPECT
BE SAFE
BE KIND
BE HONEST
NEVER GIVE UP
DO YOUR BEST
Follow these rules to help everyone learn, succeed and enjoy school
'Doing our best to achieve our best'


CLARENDON PRIMARY SCHOOL
"Doing our best to achieve our best"
Behaviour System
Building Positive Relationships
Verbal Reminder
I need to make a better choice.
Recognise the reminder
Think about alternative actions
Calmly respond
Reset
I need to stop and think.
Take a short break
Refocus my attention
Breathe deeply
Reflection
I need to think about how to repair what I have done and then move forward.
Understand the impact
Apologise if necessary
Plan positive actions
Learn from the experience
Everyone makes mistakes.
What matters is learning from them, making things right, and moving forward successfully.

Appendix 2

Use of sanctions in class

Children at Clarendon are encouraged to take responsibility for their own behaviour. We acknowledge that sometimes people make the wrong choice. When this happens, we encourage honesty and recognise that children need an opportunity to reflect on what has happened and consider the impact of their choices. We involve the children in identifying what went wrong and help them to consider how this situation can be prevented from happening again.

To support children with their understanding and application of appropriate school learning, where inappropriate or undesirable behaviours occur, the following system is used:

Step 1 –Verbal Reminders/Warnings
'Warnings' or 'reminders' are used in school to help children understand when their behaviour or actions are not conducive to good learning or development of good relationships with others or when they maybe unsafe if continued. If warnings are ignored a 'Reset' may need to be given.

Verbal Reminders/Warnings may be given for:

- Low-level disruption
- Acting unkindly towards someone e.g. moving belongings
- Not following instructions
- Fiddling at inappropriate times
- Talking over teacher
- Leaving seat
- Answering back
- Purposely distracting others
- Running in the corridor or acting unsafely

Step 2 – Reset typically given for:

- Continuously not following instructions after being given several verbal reminders/warnings
- Persistently disrupting other children's learning
- Use of 'poor' language / name calling
- Disrespectful attitude / body language i.e. body language or answering back
- Being deliberately unkind
- Deliberately wasting/damaging resources e.g. purposely breaking rubbers or rulers
- Refusal to complete work after reminders and support has been given
- Repeatedly calling out or shouting in class
- Telling lies
- Swearing as part of general conversation
- Teasing or deliberately 'winding up' other children

A reset is designed to be a quick, short pause to help a child calm down and reset behaviour/emotions in order that they can return quickly to learning/play.

Parents are not routinely informed about resets, however, if the class teacher has a concern that undesirable behaviours or changes to learning attitude are changing or escalating parents/carers will be contacted.

Step 3 – Reflection sanctions are given for:

- Fighting / making physical contact with a child or adult, with the intent to hurt / injure them
- Deliberate and intentional damage of others or of the school's property (vandalism including graffiti on walls, desks or books)
- Swearing or using abusive language with intent (including writing inappropriate words)
- Spitting at / towards someone else with intent
- Homophobic, misogynistic racist or sexist behaviour (additional Surrey form also to be completed)
- Challenges to authority and complete refusal to follow instructions
- Leaving the classroom without permission
- Spoiling other children's work, including making fun of another child's work
- Misuse of toilets and wash areas
- Threatening or intimidating behaviour to peers, including swearing at another person
- Arguing with an adult, including walking away when adult is talking

A reflection is a formal consequence which requires a child to think more deeply about their actions and the impact of these. It will result in loss of time from a break/lunch. When a child has had a reflection, this will be reported to parents (via the school office) and recorded on CPOMS by the staff member who has dealt with the incident.

If a child starts receiving reflections on a regular basis, the class teacher may begin to log behaviour to try to identify a pattern and find solutions for this. A member of the SLT will be informed that this has become necessary. The class teacher will discuss possible reasons for these behavioural changes with parents; as well as agree a shared action plan to address these concerns. This will be reviewed on a regular basis and if the behaviour continues a member of the SLT or other behaviour services will become involved.

Step 4 – SLT involvement:
Where an incident is very serious there will be immediate involvement of a senior member of staff (this will usually be the Headteacher / Deputy Headteacher). In the event of any such incidences, parents will be contacted. Depending on the severity of the incident there may be an internal exclusion from the playground or classroom or an external exclusion. Examples of incidences where SLT will be involved include:

- Theft
- Running out of school
- Deliberately spitting at an adult or child with intent
- Physically violent behaviour (fights and physical attacks on staff / children)
- Ongoing or deliberate racist, homophobic or sexist behaviour
- Inappropriate touching
- Bullying (i.e. repeated and persistent threatening, intimidating or harming behaviour – physical, emotional, verbal, cyber)
- Refusal to follow safety instructions which results in immediate danger to self / others.
- Bringing prohibited and dangerous items into school, e.g. weapons, drugs and alcohol
- Extremely dangerous play

Individual Behaviour/De-escalation Plans

For some children, who have more significant social emotional and mental health needs or for whom it is considered that the school behaviour management system is not appropriate, other behaviour management systems may be used. Where the usual behaviour policy needs adaptation to meet an individual child's needs, a separate plan will be put in place (see **Appendix 3– Individual Behaviour Support Plans.)**

The Haven After-School Club (ASC):

Whilst the ASC will operate within a more relaxed and informal manner, to ensure a calm, safe and enjoyable environment for all, children we will be expected to follow Clarendon's Learning rules (see **Appendix 1**).

Within the ASC, children will be rewarded in similar ways to those used in school, e.g. use of praise, stickers etc.

In the event of a child becoming disruptive or not following the rules, reminders to do so will be given. Where a child doesn't respond to these, reset and reflection times will be used to help them calm down, reflect and then re-join the session in a positive way. Parents will be informed about any behavioural concerns when they collect their child.

If a child's behaviour is deemed unsafe / detrimental to either themselves or others then the ASC reserves the right to withdraw the child's place. In these cases a full explanation shall be given to the child and their parents by the Headteacher; however every effort will be made to manage these situations before this option was considered.

Appendix 3

Individual Behaviour Plans/de-escalation plans and Monitoring for children with Social, Emotional and Mental Health Needs

Use of daily monitoring:
Where there are ongoing concerns about a child's behaviour, an individual behaviour log may be kept to track information about behaviour. A frequency log and/or an ABC (Antecedent/Behaviour/Consequence) log can also be used when it is helpful to track a pupil's behaviour. These can be shared with parents/carers and provide insight into the type of behaviour that a child is presenting with and the possible reason(s) for this. Any trends that are occurring can then be addressed through targeted intervention or specific strategies/approaches in the classroom. These logs can also provide valuable evidence when discussing a child, (after permission has been sought by the parents/carers) with a professional from an outside agency, for example the Specialist Teacher for Social, Emotional and Mental Health (SEMH) or the Primary Mental Health Worker.

Use of Support Plans as part of the SEND Support Arrangements
When a child is on the SEN register and has a need/needs within the area of Social Emotional and Mental Health, they will be receiving additional intervention and / or support to help them with their behaviour. As a result, they will have an outcome and related target incorporated into their individual support plan and reviewed regularly with parents/carers and the class teacher(s).

Use of de-escalation plans / Personal Support Plans (PSPs):
Where inappropriate behaviour continues over a longer period of time, and after a professional has been involved from the Specialist Teachers for Inclusive Practice (STIPS) has been consulted, a **Personal Support Plan (**PSP) / de-escalation plan will be implemented. This will be undertaken in consultation with the child's parents/carers, the child's class teacher(s) and either the school Special Needs Co-ordinator (SENCO) or representative from the School Leadership Team (Head teacher/Deputy Headteacher).

A PSP is when the school, pupil, pupil's parents /carers and relevant outside agencies, e.g. Educational Psychologist and Specialist Teacher for SEMH work together for a period of 16 weeks to help address the pupil's behaviour through a detailed action plan.

Appendix 4

Lunchtime Behaviour Record

These records are kept in the Lunchtime Behaviour File which is regularly monitored by SLT.

Clarendon Primary School Lunchtime Behaviour Record

'Doing our best to achieve our best'

Key:

1. Not following instructions
2. Hurting another student
3. Arguing with other children
4. Fighting / physical contact with another child
5. Being disrespectful to an adult
6. Damage / misuse of property
7. Running in the corridor
8. Swearing / name calling
9. Racist incident

Date	Child's Name	Year	Sanction given	Comments (please add notes about what happened)	Staff member
			Reset Reflection SLT	1 2 3 4 5 6 7 8 9	
			Reset Reflection SLT	1 2 3 4 5 6 7 8 9	
			Reset Reflection SLT	1 2 3 4 5 6 7 8 9	
			Reset Reflection SLT	1 2 3 4 5 6 7 8 9	
			Reset Reflection SLT	1 2 3 4 5 6 7 8 9	
			Reset Reflection SLT	1 2 3 4 5 6 7 8 9	
			Reset Reflection SLT	1 2 3 4 5 6 7 8 9	
			Reset Reflection SLT	1 2 3 4 5 6 7 8 9	
			Reset Reflection SLT	1 2 3 4 5 6 7 8 9	

Appendix 5

Strip searches
A member of staff's power to search, as outlined in the policy above, does not enable them to conduct a strip search (removing more than the outer clothing). Strip searches, on school premises can 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 child's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will also 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 child/ren involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping
Where reasonably possible, and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search their child before strip search takes place, and ask them if they would like to come into school to act as their child's appropriate adult. If the school can't get in touch with the parent/s, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The child's parent/s will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present?
For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the child, except in urgent cases where there is risk of serious harm to the child or others.

One of these must be the appropriate adult, except if:
- The child explicitly states, in the presence of an appropriate adult, that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the child's decision and it will be signed by the appropriate adult.

No more than 2 people, other than the child and appropriate adult. will be present except in the most exceptional circumstances.

The appropriate adult will:
- Act to safeguard the rights, entitlement and welfare of the child.
- Not be a police officer or otherwise associated with the police.
- Not be the Headteacher.
- Be of the same sex as the child, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex, if the child specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the child could be seen by anyone else.

Care after a strip search

After any strip search, the child will be given appropriate support, irrespective of whether any suspected item is found. The child will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the child may be suffering or likely to suffer harm and whether any further specific support is needed, (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any child/ren who have been strip searched more than once and/or groups of children who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 6

'Doing our best to achieve our best'

Written Statement of Behaviour Principles

At Clarendon Primary School the governor's aim to ensure that:

- Every child understands they have a right to feel safe, valued, respected, and able to learn in an environment that is free from disruption caused by others.
- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to all children.
- All staff & children understand the school's behaviour policy and consistently adhere to it.
- All children know and understand our school values and 'Clarendon's Golden Rules'.
- Children are helped to take responsibility for their actions.
- Rewards, sanctions, searches and use of reasonable force are always used consistently by staff & in line with the school's behaviour policy & its positive touch & restraint policy.
- Suspensions and permanent exclusions are only ever used as a last resort, and follow the guidance and processes set out in the governments 'Suspension and Permanent Exclusion Guidance – August 2024.'
- Families are formed, and where necessary, actively involved in the management of behaviour incidents as this helps ensure good relationships are fostered between the school and the child's home life.

The governing body emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.