Himbleton CE Primary School and Nursery

Nurture, Nature, Knowledge:

Enabling inquisitive thinkers and inspired learners with kind hearts.

"Faith, Hope, Love…the greatest of these is Love." (Corinthians 13:13)

"So in everything, do unto others what you would have them do to you." (Matthew 7:12)

"Wise men and women are always learning, always listening for fresh insights." (Proverbs 18:15)

Behaviour Policy and Statement of Behaviour Principles

2026 – 2027

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The School's Vision For Behaviour

At Himbleton CofE Primary School and Nursery, our behaviour vision is rooted in our six Christian values of respect, friendship, forgiveness, courage, perseverance and truthfulness.

We believe that every child is unique and precious, made in God's image. Guided by our motto – Nurture, Nature, Knowledge: Enabling inquisitive thinkers and inspired learners with kind hearts – we are committed to creating a community where:

- Our approach to behaviour is built on biblical wisdom:
    - **"Faith, Hope, Love…the greatest of these is Love"** (1 Corinthians 13:13) – We lead with love in all our interactions, showing compassion and care for every member of our school family
    - **"So in everything, do unto others what you would have them do to you"** (Matthew 7:12) – We treat others with the kindness, respect and understanding we wish to receive ourselves
    - **"Wise men and women are always learning, always listening for fresh insights"** (Proverbs 18:15) – We recognise that learning to make good choices is a journey and we support every child to grow and develop
- We embrace a relational approach to behaviour, understanding that positive relationships are at the heart of helping children flourish, focusing on:
    - **Catching children making positive choices** – We actively look for and celebrate when children demonstrate our Christian values in action
    - **Building strong, trusting relationships** – We take time to know and understand each child, recognising that behaviour is communication
    - **Teaching, not just correcting** – We help children understand the impact of their choices and support them to develop self-regulation and responsibility
    - **Forgiveness and restoration** – When things go wrong, we provide opportunities for reflection, repair and fresh starts, modelling God's forgiveness
    - **Working in partnership** – We collaborate with families to support each child's social, emotional and behavioural development
- We are committed to ensuring that, through nurturing relationships, celebrating our natural world and pursuing knowledge together, we will enable every child to become an inquisitive thinker, an inspired learner, and most importantly, someone with a kind heart who makes positive choices that reflect our Christian values.

Aims

"The ability to form meaningful relationships is fundamental to mental-health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others." (TISUK 2019)

Our aims and the aims of this policy are to:

- Set out the school's approach to relational behaviour so that all members of the school community have the best relational health;
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Equip children with the tools to recognise and deal with the signs that they are becoming dysregulated;
- Provide opportunities for children to develop their emotional literacy by promoting the use of language that can be used to describe their emotions;
- Provide children with the tools to identify and explore strategies and options for ways forward;

- Establish a whole-school approach to maintaining high standards of behaviour for all that reflects the Christian values of the school;
- Outline the expectations and consequences of behaviour, with support offered to those having difficulty meeting or understanding these expectations;
- Provide a consistent approach to behaviour management that is applied equally to all pupils, ensuring that there is not a 'one size fits all' approach,
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Legislation, Statutory Requirements and Guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- 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
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- EEF – Improving Behaviour in Schools

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property;
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

This behaviour policy is linked to the following policies

- Exclusions and Suspensions Policy
- Child Protection and Safeguarding Policy
- Restrictive Interventions Policy
- Mobile Phone Policy
- Child-on-Child Abuse Policy
- Anti-Bullying Policy (including child-friendly version)

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in non-classroom areas between lessons and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude towards work or other people;
- Incorrect uniform;
- Failing to follow or comply with staff instructions;
- Individual instances of failing to follow the school rules.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;
- Any form of child-on-child abuse, including but not be limited to:
  - Bullying
  - Abuse in intimate personal relationships between children
  - Physical abuse
  - 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, physical behaviour and online sexual harassment
  - Causing someone to engage in sexual activity without consent
  - Upskirting
  - Initiation/hazing type violence and rituals
  - Misogyny/misandry
  - Vandalism
  - Theft of property from school
  - Fighting
  - Smoking
  - Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Laser pointers
  - Aerosols
  - Energy drinks
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or could be, used to endanger the safety of another pupil or adult, commit an offence, cause personal injury to, or damage to the property of, any person (including the pupil)
  - Mobile phones or similar devices (unless, under exceptional circumstances, an agreement has been signed by the school and parent/carer).

Bullying

Bullying is defined as the repetitive, intentional harming of one 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, calling names, unkind comments
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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which is available on the policies' page of our website or by clicking here.

Roles and Responsibilities

The governing body

The Pupil Support Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1);
- Reviewing this behaviour policy in conjunction with the headteacher;
- Monitoring the policy's effectiveness;
- Holding the headteacher to account for its implementation;
- Sharing information with the full governing body.

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Pupil Support Committee;
- Giving due consideration to the school's statement of behaviour principles (appendix 1);

- Ensuring that 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 pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data from the CPOMS behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour;
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations;
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions;
- Recording negative behaviour incidents promptly using the school's online reporting software, CPOMS;
- Recording positive behaviour promptly using the school's Dojo system;
- Challenging pupils to meet the school's expectations.

The headteacher will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers 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 behaviour interventions);
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;
- Take part in the life of the school and its culture;
- Support any sanctions applied by the school in line with the behaviour policy.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and work in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the behaviour policy;
- The school's key rules and routines;
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards;
- The pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to meet and understand the behaviour standards and will be provided with repeated induction sessions wherever appropriate through regular discussion, PSHE lessons, restorative work and, where deemed appropriate, through intervention.

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

Extra support and induction will be provided for pupils who are mid-year arrivals through ensuring that they fully understand the behaviour expectations of the school, including any class routines and contracts.

Positive Behaviour and the School Behaviour Curriculum

We believe that promoting good behaviour consistently and with regularity ensures that all children feel recognised for their positive choices, in line with our Christian values, and feel valued within our school community. However, we acknowledge that, as with consequences, rewards are most effective when they relate to what children know and are personalised to children's choices and preferences and we will seek children's views as to how they would like to be rewarded. We also know that intrinsic motivation has a wider reaching and longer lasting impact on behaviour and should reinforce the behaviour we want to see. This will therefore also form a key part of children's learning, helping them to recognise their achievements and successes.

In our school, we will recognise and promote positive behaviour (including behaviour for learning) which includes:

- Behaving in an orderly and self-controlled way, acting as role models to others at all times;
- Showing respect to themselves, members of staff and each other;
- independently or with others considerately, making it possible for all pupils to learn without disruption or interruption;
- Moving quietly and safely around the school, including in outdoor learning environments;
- Treating the school buildings and school property with respect;
- Engaging positively with learning, including asking for help or clarification when needed and showing resilience in the face of challenge or failure;
- Wearing the correct uniform at all times unless reasonable adjustments have been made in agreement with parents and carers;
- Accepting consequences when given;
- Refraining from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

Apart from exceptional circumstances which are considered on a case-by-case basis, pupils are prohibited from bringing mobile phones into school in line with the DfE's mobile phone and behaviour guidance.

Himbleton CE Primary School and Nursery has a separate Mobile Phone Policy which is available by clicking here, details the exceptions to the rules, such as for medical reasons.

Parents/carers will be asked to submit a request which will be considered by the headteacher if they wish their child to bring a mobile phone into school. This will also detail the clear arrangements for the storage of the device during the school day.

Our School Rules

Our school rules are firmly rooted in our Christian values of **Friendship, Respect, Perseverance, Courage, Truthfulness, Forgiveness**. These values are not simply words that we learn about; they are lived out through the way we behave each day. By following our school rules, children at our school are encouraged to build positive friendships within our school community show respect for others, persevere when learning is challenging, act with courage by making the right choices, be truthful in their words and actions, practise forgiveness when mistakes are made.

Linking our rules directly to these values helps children to understand not only what is expected of them, but also why their behaviour matters. In doing so, we nurture pupils who reflect Christian teachings, contribute positively to society and flourish both academically and personally.

- **We show friendship to everyone in our school.**
- **We respect ourselves, each other and God's world around us.**
- **We persevere, try our best and never give up.**
- **We show courage by doing the right thing.**
- **We are truthful and honest in our words and actions.**
- **We say sorry, learn from our mistakes and forgive others for theirs.**

Responding to Behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display any agreed classroom rules/contracts and expectations, referring to them and reinforcing them often;
- Develop positive relationships with pupils, including:
    - Greeting pupils warmly in the morning at the start of the school day and after periods of non-contact
    - Using positive reinforcement, recognising and rewarding positive behaviour wherever possible and promoting the school's Christian value of forgiveness during restorative conversations
    - Establishing clear routines, ensuring these are known and understood by all
    - Communicating expectations of behaviour in ways other than verbally, such as modelling expected behaviour
    - Highlighting and promoting positive behaviour and choices
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption

Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection;
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding 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 and safeguarding policy for more information. This can be found on our school website or by following the link here.

Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and, where appropriate, 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.

Positive behaviour will be rewarded with:

- Verbal praise;
- Stickers, rewards or certificates within class;
- Dojo points linked to the school's Christian Values and agreed school rules;
- Communicating praise to parents/carers via a direct conversations, phone call or written correspondence;
- Certificates, prize ceremonies and special collective worship sessions;
- Positions of responsibility, such as being members of CREW, Pupil Parliament, House Captains, Head Boy/Head Girl or being entrusted with a particular decision or project;
- Having work and achievements displayed;
- Whole class rewards, such as a popular activity.

Responding to misbehaviour and poor choices

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention. For more information on the use of restrictive interventions, including prevention and de-escalation strategies please see the policy which is available on the policies' page on the school's website or by clicking here.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

In response to unacceptable behaviour, the school may use one or more of the following graduated sanctions which must always be proportionate and restorative where possible, with opportunities for children to reflect and improve their behaviour, as well as restoring relationships with others:

- A non-verbal look or warning (look, gesture, proximity)
- A verbal reminder of the expectations of behaviour/rules
- A verbal warning and reminder of consequences, including choices of behaviour
- Brief loss of privilege (such as 5 minutes' lost from break time)
- Expecting work to be completed at home, or at break or lunchtime
- Time in another classroom
- Sending the pupil out of the class
- Loss of a larger privilege (playtime activity, club, leadership role)
- Setting of written tasks such as an account of their behaviour
- Detention at break or lunchtime, or after school (where this is age-appropriate)
- School-based community service, such as tidying a classroom
- Referring the pupil to the headteacher
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract or pastoral support plan
- Internal exclusion
- Fixed term suspension from school
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENCO or DSL to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. In addition, in certain circumstances where a pupil continues to display unacceptable behaviour, a formal behaviour plan or pastoral support plan (PSP) may be written with parents and carers.

Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips and educational visits);
- Travelling to or from school;
- Wearing school uniform;
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil, member of staff or member of the public;
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Restrictive Interventions, Including Use of Reasonable Force

Our approach to restrictive interventions, as detailed in our Restrictive Physical Intervention (RPI) policy (available on the school's website) follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

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

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others;
- Committing a criminal offence;
- Damaging property;
- Causing disorder among pupils, in or out of lessons.

Reasonable force must:

- Always be used as a last resort;
- Be used in a way that maintains the safety and dignity of all concerned;
- **Never** be used as a form of punishment;
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen;
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible.

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

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them, for example in the Nurture Room, the school library, the entrance foyer or a space identified by them as feeling safe, e.g. a tent;
- The pupil will be supervised at all times, by at least 1 member of staff.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave seclusion.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force;
- Seclusion incidents;
- Restraint incidents.

Searching, Screening and Confiscation

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

Confiscation

Any prohibited items (listed in the 'Serious Misbehaviour section above) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that we have reasonable grounds for suspecting poses a risk to staff or pupils, is prohibited, or identified in the school rules for which a search can be made or is evidence in relation to an offence. These items will be returned to pupils after discussion with the headteacher and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themself.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or SENCO who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search;
- Assess whether not doing the search would put other pupils or staff at risk;
- Consider whether the search would pose a safeguarding risk to the pupil;

- Explain to the pupil why they are being searched;
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf;”
- Explain how and where the search will be carried out;
- Give the pupil the opportunity to ask questions;
- Seek the pupil’s co-operation.

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

If they still refuse to co-operate, the member of staff will contact the headteacher/designated safeguarding lead (or deputy)/SENCO to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the ‘Serious Misbehaviour’ section above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may only search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt);
- Hats, scarves, gloves, shoes or boots.

Where there is a suspicion of possession of a prohibited item and a search is not possible, or considered counter to the safety of staff or pupils, the school may contact relevant authorities and place a child in supervised seclusion until a search can safely be made.

Searching pupils’ possessions

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

- Drawers
- Lockers (UKS2 only)
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in the ‘Serious Misbehaviour’ section above) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in ‘Serious Misbehaviour’ section above;
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in the ‘Serious Misbehaviour’ section above) including incidents where no items were found, will be recorded in the school’s safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item as listed in the 'Serious Misbehaviour' section above. A member of staff will tell the parents/carers 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 as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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 pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil 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 pupil's decision and it will be signed by the appropriate adult.

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil;
- Not be a police officer or otherwise associated with the police;
- Not be the headteacher;
- Be of the same sex as the pupil, 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 pupil 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 pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil 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 pupil 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 whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils 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.

Child-on-Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy and child-on-child abuse policy contain further information on how we prevent and manage incidents of child-on-child abuse and which can be found on our school website or by clicking the link here.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour for any of the following:

- 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 pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil 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 will make the report (or the deputy DSL in the absence of the headteacher).

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.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to 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 safeguarding policy for more information which can be found on our school website or by clicking the link here.

Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil who made the allegation is in need of help, or the allegation may have 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 pupils accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy and Allegations of Abuse Against Staff Policy, both of which are available on our website or by clicking here, for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

Detention

Class teachers are authorised to give pupils detentions, but the headteacher must always be informed if this sanction has been applied.
Pupils can be issued with detentions during break during term time. The school will inform parents/carers if this sanction has been issued.
When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety;
- Conflict with a medical appointment;
- Prevent the pupil from getting home safely;
- Interrupt the pupil's caring responsibilities.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section above for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by the class TA or SEND TA, and will be removed for a maximum of 30 minutes, unless the pupil is dysregulated and needs further social and emotional support in order to return to the classroom ready to learn.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Pupil behaviour agreements agreed with the pupil
- Use of teaching assistants to support a pupil, including the use of
    - Brain breaks
    - Sensory circuits
    - Personalised visual timetables ad bespoke resources to clarify expectations

- Short-term behaviour report cards
- Advice and guidance from the Behaviour Outreach Team (Perryfields Primary PRU)
- Long-term behaviour support plans, agreed with parents and carers
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log on CPOMS, along with details of the incident that led to the removal and any protected characteristics of the pupil.

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Responding to Misbehaviour From Pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur;
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used.

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Planned prevention and de-escalation strategies could include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods;
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training for staff in understanding neurodiversity;
- Use of separation spaces, such as the nurture room, where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Our school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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 matter. If appropriate, the school may request an emergency review of the EHC plan.

More information about Worcestershire SEND Services can be made by visiting their website Schools, education and learning | Worcestershire County Council.

Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the behaviour expectations of the school.

Following a sanction such as removal from the classroom, time spent in another setting (including a pupil referral unit), in another setting under off-site direction or following suspension, the following strategies may be used to ensure that a child is successfully reintegrated back into the classroom:

- Phased return with a reduced timetable if needed;
- Reintegration meetings with parents/carers and with the child;
- Daily check-ins with a trusted adult;

- Personalised targets and behaviour goals and rewards.

Pupil Transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by, wherever possible, working with professionals, such as the previous school or any agencies who have previously worked with the child, to identify any behaviour needs and appropriate support, as well as offering a clear induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next class, pupils have move-up sessions with their new teacher.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided regular training on managing behaviour, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions;
- The needs of the pupils at the school;
- How SEND, mental health needs and personal circumstances can impact behaviour;
- De-escalation strategies;
- Trauma-informed practice and behaviour management.

Behaviour management will also form part of continuing professional development and is a key part of induction procedures for new and returning staff.

Monitoring Arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom;
- Attendance, permanent exclusions and suspensions;
- Use of pupil support units, off-site directions and managed moves;
- Incidents involving restrictive intervention, including the use of reasonable force;
- Incidents of searching, screening and confiscation;
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys);
- Pupil views about their perception of behaviour in the school, rewards and sanctions.

The data will be analysed every half term by the headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

- By behaviour type

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Policy Review

This behaviour policy will be reviewed by the headteacher and the Pupil Support Committee at least annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Pupil Support Committee who will report to the full governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Pupil Support Committee annually.

Approved by:	**Full Governing Body**	**Date: 26.11.26**
Last reviewed on:	**01.09.26**	
Next review due by:	**01.09.27**	

Appendix 1:

Written Statement of Behaviour Principles for Himbleton CofE Primary School and Nursery

These principles guide how we approach behaviour in our school. They underpin our behaviour policy and inform all decisions about managing and promoting positive behaviour.

1. Relationships are at the heart of everything we do

We believe that strong, trusting relationships between staff, pupils and families are the foundation of positive behaviour. We invest time in getting to know each child as an individual, understanding their needs, strengths and challenges. We recognise that behaviour is a form of communication and we seek to understand what a child is telling us through their actions.

In practice, this means:

- Staff build warm, consistent relationships with all pupils
- We take time to listen to children and understand their perspective
- We work in partnership with families, sharing information and strategies
- We model the respectful, kind relationships we expect to see

2. We actively look for and celebrate positive choices

We focus on catching children doing the right thing, rather than only responding when things go wrong. We believe that recognising and celebrating when children demonstrate our Christian values reinforces positive behaviour and builds children's confidence and self-esteem.

In practice, this means:

- Staff actively look for opportunities to praise and reward children who are demonstrating our values of respect, friendship, forgiveness, courage, perseverance and truthfulness
- We celebrate positive choices publicly and enthusiastically
- We maintain a high ratio of positive recognition to corrections
- We use a variety of rewards that are meaningful to children (e.g., verbal praise, stickers, certificates, sharing success with families)
- We track positive behaviour and rewards to ensure all children are being noticed and celebrated (Class Dojo, celebration awards)

3. We teach behaviour explicitly

We recognise that children are still learning how to regulate their emotions, make good choices and interact positively with others. We don't assume children know what our expectations are – we teach them clearly and consistently.

In practice, this means:

- We explicitly teach what our Christian values look like in action (e.g., what does 'respect' look like in the classroom? On the playground? In collective worship? At lunchtime? At after school clubs?)
- We model expected behaviours and give children opportunities to practise
- We revisit expectations regularly, especially after breaks and holidays
- We provide age-appropriate support to help children develop self-regulation skills
- We use assemblies, PSHE lessons and everyday moments to reinforce our expectations

4. Mistakes are opportunities for learning and growth

Guided by our Christian value of forgiveness, we believe that when children make poor choices, this is an opportunity for learning, reflection and restoration. We respond to behaviour incidents with compassion while maintaining clear boundaries and expectations.

In practice, this means:

- We help children understand the impact of their choices on themselves and others
- We provide opportunities for children to reflect, repair relationships and make amends
- We use restorative conversations rather than simply imposing sanctions
- We separate the behaviour from the child – we address what they did, not who they are
- We offer fresh starts and believe in every child's capacity to improve
- We apply consequences that are proportionate, fair and focused on learning and development of character

5. We are consistent and fair

All staff apply our behaviour expectations consistently across the school, so children know what to expect wherever they are and whoever they're with. We ensure our approach is fair and equitable, making reasonable adjustments where needed while maintaining high expectations for all.

In practice, this means:

- All expect all staff to understand and apply our behaviour policy in the same way
- We use the same language and routines across the school
- We consider individual circumstances and needs when responding to behaviour
- We make reasonable adjustments for children with SEND or other additional needs
- We regularly review our behaviour data to identify and address any disproportionality
- Leaders model expected behaviours and support staff to apply the policy consistently

6. We create a safe, calm and purposeful environment

We believe children learn best when they feel safe, secure and able to focus. We create an environment where children can thrive academically, socially and emotionally.

In practice, this means:

- We establish clear routines and structures that help children feel secure
- We maintain calm, orderly transitions between activities and lessons
- We create predictable, well-organised learning environments
- We respond quickly to any behaviour that makes others feel unsafe
- We teach children how to regulate their emotions and manage challenges
- We provide quiet spaces and support for children who need time to calm down

7. We work in partnership with families

We recognise that parents and carers are children's first educators and our partners in supporting positive behaviour. We communicate openly and work together to help every child succeed.

In practice, this means:

- We share our behaviour expectations clearly with families
- We celebrate children's positive choices with parents and carers
- We involve families early when concerns arise, working together to find solutions
- We listen to and value parents' insights about their child
- We provide guidance to help families reinforce our expectations at home
- We are sensitive to cultural differences and work to understand family values and norms

8. All adults take responsibility for behaviour

Every member of staff – teaching and non-teaching – is responsible for promoting positive behaviour and addressing poor behaviour. We support each other to maintain high standards across the school.

In practice, this means:

- All staff understand and apply our behaviour policy consistently
- All staff model our Christian values in their own conduct
- Staff intervene when they see behaviour that doesn't meet our expectations, regardless of whether it's 'their' class
- The headteacher is visible around school, supporting staff and modelling expectations
- We provide regular training and support for all staff on behaviour management
- We celebrate and share good practice across the school

The governing body also 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 Pupil Support Committee annually.