



Elmsleigh
INFANT & NURSERY SCHOOL

Grow to be the best we can be

Behaviour, Exclusions and Anti Bullying Policy

Written: September 2024

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Policy Owner: Ms. Bailey (Head of School)

Ratified: October 2025 The Governing Body



All staff at Elmsleigh School are committed to safeguarding and promoting the welfare of children and are aware of procedures for reporting concerns. This policy is written with an understanding of the diverse and individual needs of children, including Looked After children.

Philosophy

At Elmsleigh we expect a high standard of behaviour, based on a confident, firm, proactive but nurturing approach incorporating positive language. We believe in encouraging children to value and respect people, property and the environment.

Whole School Ethos and Values

Elmsleigh has established six core values designed to empower children in understanding, reinforcing their expectations in school and promoting positive and effective behaviours for learning. These are embedded into the school curriculum, including weekly assemblies where the 'value of the week' is shared.

- Respect
- Responsibility
- Resilience
- Compassion
- Community
- Ambition.

Elmsleigh School Rules

- Always follow instructions
- Be kind to everybody
- Take care of everything
- Talk quietly in school
- Always walk in school
- Keep your hands, feet and teeth to yourself
- Always tell the truth

This Policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe, happy and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour by making boundaries of acceptable/appropriate behaviour clear to keep everyone safe.
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To encourage increasing independence and self-discipline and self-control so that each child learns to accept responsibility for his/her own behaviour.

to create a common sense of direction and feeling of purpose for pupils, staff and parents.

- To enhance the pupils' self-esteem and encourage self-respect and respect for others.
- To ensure that our children recognise their own personal development and mental health as a priority by developing interpersonal skills that facilitate co-operation with others, problem-solving and rational conflict-resolution skills.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for Leadership teams and school staff, 2016](#)
- [Behaviour in schools: advice for Leadership teams and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Context

The rationale of our school behaviour, exclusions and anti-bullying policy is to promote good behaviour, self-regulation and respect. We believe that good behaviour should be recognised and rewarded. Positive behaviour is any behaviour which encourages and maintains the good order and conduct of our school. Positive behaviour ensures children feel safe, secure and welcome as a member of our school and wider community. We aim to encourage children to develop their self regulation skills which will enable them to play a full part in school life and become responsible citizens in the future.

At Elmsleigh School we know that the function of most children's behaviour may be attributed to: an inability to communicate effectively; a result of adverse childhood experiences and/or delayed cognitive development.

Any negative behaviours will be discouraged through the implementation of proactive strategies identified within a Positive Behaviour Support Plan, which is underpinned by the Team Teach

approach and Zones of Regulation Curriculum. The strategies within these curriculums and approaches informs the whole school staff core training offer. Therefore, our school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil. The Behaviour Lead is highly involved when evaluating a pupil's 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.

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

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Elmsleigh Infant School believes that bullying must be challenged in whichever form it may appear. Children are given regular opportunities through assemblies, PSHE and Computing lessons, our

nurturing approach and school council to learn about how to prevent bullying, identify incidents of bullying and deal with it appropriately. Elmsleigh also take part in profile raising events to support childrens' understanding of equality and diversity, anti-bullying and Fundamental British Values, all of which support our anti-bullying agenda. All staff are integral to communicating the expectations of good behaviour and order in school and why these are essential, receiving regular updates on how to prevent and handle bullying, as well as the link Governor for Behaviour and Anti-bullying receiving regular information.

If a child thinks that they are being bullied they can report it to a member of staff or refer themselves to the wellbeing team, using a child friendly self-referral form. This can be a bullying incident that has occurred both within and outside of school. All reported incidents of bullying can be made via phone calls, using the home school messages systems in place or face to face with a member of staff. Each incident is recorded through the schools MIS system and reported to parents and Governors. Each incident is investigated and reviewed, with actions taken also being recorded. The investigation takes place by a member of the leadership team and all parties are then informed of the outcomes reached.

The wellbeing team will support children (both the victim and the alleged perpetrator) after any incidents through restorative practice. Staff are given regular training and information on how to spot the signs of bullying at all levels. All bullying data is reported to the Local Governing Body

Roles and Responsibilities

The Governing Body

The Governors with responsibility for Behaviour will review and approve the written statement of behaviour expectations. They will also review this behaviour policy in conjunction with the Head of School and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation. The governing board is responsible for monitoring this behaviour policy.

The Executive Headteacher/Head of School

The Executive Headteacher/ Head of School are responsible for reviewing this behaviour policy in conjunction with the full Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Executive Headteacher will also approve this policy.

The Executive Headteacher/ Head of School will ensure that the school environment encourages positive behaviour and that staff deal with poor behaviour effectively. They will monitor how staff implement this policy to ensure rewards and consequences are applied consistently and appropriately. The Executive Headteacher/ Head of School will ensure that all staff understand the behavioural expectations and the importance of maintaining them. The Executive Headteacher/ Head of School will provide new staff with a clear induction into the schools behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. This will include providing appropriate training in behaviour support and the impact of SEND and mental health needs on behaviour to all staff, so that they can fulfil their duties set out in this policy. The Executive Headteacher/ Head of School will ensure this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary. They will

ensure that the data from the behaviour records are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and Support Staff:

The staff will implement this behaviour policy consistently. Teachers and support staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear routines and boundaries of acceptable pupil behaviour.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships at all times in and around school with each other and with pupils.
- Creating and maintaining a stimulating environment that encourages all pupils to be engaged by providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour and bullying incidents promptly.
- Challenging pupils to meet the school's expectations.
- Promoting and celebrating good behaviour.
- Writing and implementing Positive Behaviour Support Plans (PBSPs) for children as needed, which include reference to the child's communication passport.
- Facilitating the opportunity on a routine basis for children to 'check in' with their emotions, using the colours of the Zones of Regulation.
- Involving parents at the earliest stages of behaviour problems
- Using reactive strategies proportionately and as a last resort.
- Attending regular training on behaviour and Zones of Regulation
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Embrace the principles of the Thrive Approach to support all pupils.

Parents/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.

support and sign their child's home school agreement.

- Contribute to and sign their child's PBSP.
- Take part in any pastoral work following challenging behaviour (for example: attending reviews of specific behaviour 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 its culture.
- Elmsleigh Infants 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 working in collaboration with them to tackle behavioural issues.

Pupils:

On entry to our school, 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 by involving them in establishing class rules, wherever possible.
- 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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

School behaviour curriculum

Zones of Regulation

At Elmsleigh, we recognise the importance of promoting positive mental health and emotional wellbeing to our pupils and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our pupils to identify emotions in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

The Zones of Regulation is a framework, created by Leah Kuypers MA ED, OTR/L, designed to "foster regulation and emotional control." The programme aims to teach children about self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete-coloured zones. The framework provides strategies to teach pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

Emotions in all of the zones are natural to experience, but by using the framework children will learn how to recognise and manage feelings from all zones, as well as further understand how those around them may be feeling. The framework also provides strategies to help children understand how they can control their emotions and improve their ability to problem solve conflicts. The goal of introducing children to the framework is to help them move towards independent emotion regulation. This is a lifelong skill that they will not only be able to transfer to future educational settings but also use in their relationships and situations they encounter outside of school

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Key Stage 1 understanding strategies to support themselves in different zones.

The Blue Zone is used to describe low states of alertness and down feelings. Emotions in this zone may include when someone feels sad, tired, sick and bored.

The Green Zone is used to describe a calm sense of alertness. Feelings in this zone include happy, focused, content and ready to learn.

The Yellow Zone is also used to describe a heightened state of alertness and intense emotions. However, children experiencing yellow zone levels of alertness will feel more in control of their emotions than those feeling red zone emotions. Emotions in this zone include stress, frustration, anxiety, excitement, silliness and nervousness.

The Red Zone is used to describe an extremely heightened sense of alertness and intense emotions. The emotions in the red zone include anger, rage, devastation and fear.

The zones framework provides strategies to teach pupils to:

- Become more aware of and independent in controlling their emotions and impulses.
- Identify their feelings/ level of alertness.
- Manage their sensory needs.
- Understand how their behaviour impacts those around them.
- Improve their ability to solve conflicts.
- Learn what tools they can use to manage their feelings and states.
- Use Strategies or tools to stay in a zone or move from one to another.

Elmsleigh Infant and Nursery School are an advocate of the Thrive Approach. The Thrive Approach is rooted in neuroscience, attachment theory and child development. It aims to create emotionally safe environments in schools, enabling children to feel secure, supported and ready to learn. The approach recognises that emotional well-being is crucial for effective learning and interactions with others. Thrive incorporates play-based and creative activities to engage children and address gaps in social and emotional skills, supporting them in engaging appropriately with others. It addresses emotional needs early, preventing more significant issues in later life.

At Elmsleigh Infants School, pupils are expected to:

- Work hard to maintain a good standard of behaviour.
- Be respectful to members of staff and each other, listening to each other.
- Be involved in establishing class rules, wherever possible.

report if they are being bullied or see someone being bullied.

- Take pride in themselves and the school.
- Treat the school buildings with respect and respect their own and others' property and equipment.
- Wherever appropriate, be a part of the PBSP (Positive Behaviour Support Plan) process.
- Make it possible for all pupils to learn.
- Wear the correct uniform at all times.
- Refrain 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

At Elmsleigh Infants School we do not allow pupils to bring mobile phones with them on-site. If a pupil brings a mobile phone to school with them then this is handed in at the main office, where it is kept securely. The mobile phone is then returned to the pupil at the end of the day when the pupil is dismissed.

Responding to Behaviour and Positive Behaviour Support Plans (PBSP)

For some children who display challenging behaviour, a positive behaviour support plan is written. This is an individualised plan which lists the positive skills i.e. new things to teach or learn which would make the behaviour less likely to happen. The PBSP also gives clear guidelines on what to do when a child's behaviour begins to escalate and how to respond if incident/crisis occurs. (See PBSP in appendix 2).

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within Elmsleigh Infants School.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Zones of Regulation curriculum and use these regularly to support discussions about the children's emotions.
- Embrace the principles of the Thrive approach
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour 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 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.

Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and rewards. 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
- Certificates
- PHSE focus rewards linked to Jigsaw
- Stamps & stickers
- Phone calls home
- Class Dojo rewards
- Celebration assemblies
- Praise postcards
- Show and Tell assemblies
- Hot chocolate with leadership team

Responding to Challenging Behaviour

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 challenging behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

The school may use one or more of the following consequences in response to unacceptable behaviour:

- ~~Sending the pupil out of the class~~
- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom

Due to the nature of our pupil's, consequences and consequences are specific to the needs of individual children and in proportion to the incident. Consequences will be used in conjunction with all positive behaviour management techniques and in line with school procedures whilst following a child's Individual Positive Behaviour Support Plan.

All children's challenging behaviour is discussed regularly with the child (where appropriate) as well as the team around the child. This will involve conversations with the child's parent/carer; the wellbeing team; the child's teaching team (including the leadership team).

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness

Recording Challenging Behaviour

Challenging behaviour incidents are recorded, reported and reviewed daily. It is the class teachers' responsibility to highlight to the Behaviour Lead/DSL any 'unusual' or out of character behaviour immediately. All incidents are analysed and discussed at leadership meetings, where robust discussion take place and next steps identified.

Reasonable Force

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

- Causing significant disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort

Be proportionate and 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 and reported to parents in the Team Teach intervention recording book sometimes known as the bound book.~~
- Incidents of physical intervention shall be logged on the appropriate school system.

When a child has a planned physical intervention identified in their PBSP, then the class teacher will complete a vulnerability assessment. This considers the risks, and identifies any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Use of Force and Team Teach

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Restraint is a restrictive intervention involving direct physical contact to prevent, restrict or subdue movement of the body, or part of the body. Techniques seek to avoid injury to the child (and staff), but it is possible that bruising or scratching may occur accidentally. These are not to be seen as a failure of the technique, but a regrettable and infrequent consequence of ensuring that the child remains safe.

Elmsleigh Infant and Nursery School uses **Team Teach** to support staff to positively support and de-escalate pupils' behaviour. The Team Teach approach is also a training model for the management of behaviour for children who may display significant challenging behaviours. Staff are trained to recognise the signs that a child is in crisis and respond in ways to reduce their anxiety.

The **Team Teach** approach is at least 95% de-escalation and less than 5% physical intervention. At Elmsleigh Infant and Nursery School, we strive to create a safe learning environment where positive behaviours are promoted, anxieties are reduced and risks are minimised.

The **Team Teach** training with regular updates and refreshers means that staff are highly skilled at supporting pupils through the early stages of a crisis, avoiding reaching the point where a restrictive intervention is necessary.

Positive handling is the full range of Team Teach strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and pupils.

- **Escorts** – The use of Contingent Touch to encourage a pupil to walk to a new location
- **Guides** – The positive application of force to overcome minimal resistance prompting and encouraging a person's free movement.
- **Controls** – The positive application of force to overcome moderate resistance guiding and directing a person's free movement.
- **Restraint** - The positive application of force by staff, in order to overcome rigorous

- resistance; completely directing, deciding and controlling a person's free movement.

All Physical interventions have the purpose of safeguarding the person, other people or prevent significant damage to property.

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, making sure it is reasonable and proportionate.

Reducing Restraint

At Elmsleigh Infants School, we believe that every child and young person has a right to be treated with respect and dignity and deserves to have their needs recognised and be given the right support. Occasionally, some children may display behaviours which may be harmful to themselves or others. At times, restrictive physical intervention may need to be used for their protection and to keep them and others safe. Restrictive intervention should only be used when absolutely necessary in accordance with the law and clear ethical values and principles which respect the rights and dignity of all, in proportion to the risks involved. Any planned physical interventions are named on the PBSP and reviewed regularly, with involvement of parents and staff. If a restrictive physical intervention is used with a child, then parents will be informed and the intervention will be recorded on the appropriate school system. A de-brief is given to the staff and children involved, wherever appropriate.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation.](#)

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher, or by the Executive Headteacher themselves. In the absence of the Executive Headteacher the Head of School can deputise on this decision.

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Executive Headteacher, Head of School and/or the Designated Safeguarding Lead 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 consequence. If they still refuse to co-operate, the member of staff will contact the Executive Headteacher / Head of School or Designated Safeguarding Lead (DSL) to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, 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 search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- 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 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 section 3 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 in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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 consequences 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 if 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, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if 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, 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 pupil's parents 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, entitlement and welfare of the pupil
 - Not be a police officer or otherwise associated with the police
 - Not be the Executive 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 if, in addition to 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.

Screening

Elmsleigh Infants School does not screen pupils on entry to the school.

Off-site misbehaviour

consequences 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)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Consequences 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
- Could adversely affect the reputation of the school

Consequences 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).

Online misbehaviour

The school can issue behaviour consequences to pupils 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

Consequences 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 Executive Headteacher/ Head of School/ DSL will make the report.

Elmsleigh Infants School will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, 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

Elmsleigh Infants 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
- Elmsleigh Infants 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

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 wellbeing needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

Serious consequences

Detention

At Elmsleigh Infants School, detentions are not used as a consequence.

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.

Pupils who have been removed 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 serious consequence 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 to other pupils
- Maintain the safety of all pupils including the pupil who is dysregulated
- Prevent significant damage to the school learning environment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log. Parents 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, as outlined in their individual positive behaviour support plan.

Suspension and permanent exclusions

Elmsleigh Infants 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 consequences and interventions.

If for any exceptional circumstance the decision was made to suspend or exclude a pupil, this decision will be made by the Executive Headteacher who would inform the Chair of Governors.

Recognising the impact of SEND on behaviour

Elmsleigh Infants School recognises that pupils' behaviour may be impacted by their Special Educational Need or Disability (SEND).

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

When dealing with challenging behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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](#))
- All pupils have 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 challenging behaviour, and put in place support to prevent these from occurring.

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

Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, Elmsleigh Infants School will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- If the answer to any of these questions is yes, it may be unlawful for the school to consequence the pupil for the behaviour.

Elmsleigh Infants School will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND Elmsleigh Infants 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 to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) plan

Some pupils at Elmsleigh Infants School have an 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a consequence

Following a consequence, the Elmsleigh Infants School will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. These include:

- Any strategies identified in the 'post incident support' section of their PBSP.
- A meeting involving parents, teachers and support staff to discuss a review of the strategies outlined in the PBSP.
- Opportunities to take part in a debrief of the incident.

Pupil transition

Inducting incoming pupils

Elmsleigh Infants School will support incoming pupils to meet behaviour standards by offering an 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 year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

Training

As part of the induction process, new staff are provided with training on managing and reporting behaviour. All staff receive half termly behaviour training. Almost all staff have level 1 Team teach Training. On induction, staff will have introductory training on the use of reasonable force whilst they are not formally trained.

Monitoring arrangements - Monitoring and evaluating school behaviour

Elmsleigh Infants School will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- The data will be analysed every week by the SLT. 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

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 it.

Links with other policies

This Behaviour policy links to the:

- Safeguarding Policy

- Code of Conduct for staff

Appendix 1: written statement of behaviour principles.

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board 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 local governing body annually.

Appendix 2: Positive Behaviour Support Plan







Positive Behaviour Support Plan

(incorporating an individual risk assessment)



Child's Name	Current Class	Date

 Who?	<ul style="list-style-type: none"> • <p>IMPORTANT THINGS YOU SHOULD KNOW ABOUT ME</p> <ul style="list-style-type: none"> • 	
What?  (Risk Assessment) 	<p>Behaviours that may be challenging to myself:-</p> <ul style="list-style-type: none"> • 	<p>Risk to self: Actual or potential</p> <hr/> <p>High Medium Low Actual Potential</p>
	<p>Behaviours that may be challenging to other pupils:-</p> <ul style="list-style-type: none"> • 	<p>Risk to other pupils: Actual or potential</p> <hr/> <p>High Medium Low Actual Potential</p>
	<p>Behaviours that may be challenging to other adults:-</p> <ul style="list-style-type: none"> • 	<p>Risk to Adults: Actual or potential</p> <hr/> <p>High Medium Low Actual Potential</p>
	<p>Other Behaviours:</p> <ul style="list-style-type: none"> • 	
 Why?	<ul style="list-style-type: none"> • 	



Positive Behaviour Support Plan

(incorporating an individual risk assessment)

How?	
Pro-Active Strategies (Control Measures)	<p>Skills I need to practice when I am in the Green Zone:</p> <ul style="list-style-type: none"> • <p>How you can help me with this:</p> <ul style="list-style-type: none"> •
Active Strategies (Control Measures)	<p>My early warning signs/ behaviours:</p> <p>NB: There are often no obvious visual warning signs or triggers to my behaviour</p> <ul style="list-style-type: none"> • <p>How can you help me?</p> <ul style="list-style-type: none"> •
Reactive Strategies (Control Measures)	<p>How you can help me when my behaviours are at peak levels or I'm in a crisis:</p> <ul style="list-style-type: none"> •
Post Incident Support	<p>How you can help me after a crisis has occurred:</p> <ul style="list-style-type: none"> •



Planned Physical Intervention? (This also acts as a Personal Emergency Evacuation Plan-PEEP)		YES		NO	
If yes, name of physical intervention					
Rationale for use of Physical Intervention	•				
Person specific Risk factors regarding the use of Physical Intervention	•				



Positive Behaviour Support Plan

(incorporating an individual risk assessment)



Restraint Reduction Plan	•
Review Date	

	Print Name	Signature	Date
Teacher			
Person with Parental Responsibility			
Pupil			

