



Behaviour Policy

Date Approved	September 2026
Review Date	September 2027
Review Calendar	Annually

SCHOOL AIMS AND VALUES

Resilience 	Empathy 	Scholarship 	Peace 	Excellence 	Community 	Thankfulness 
We never give up  We can cope with changes in our lives.	We consider the safety of everyone   We use our words to talk about how we feel.	We respect ourselves and each other.  We believe in ourselves.	We move around school quietly and sensibly.  Our behaviour can show how we are feeling.	We always do our best.  We learn in our own way and in our own time.	We look after our school.  Our school is a safe place to be.	We listen and are listened to.  We can cope with changes in our lives.
To help children to acquire knowledge and skills relevant to adult life and employment in a fast-changing world.	To develop in children the ability to work together with sensitivity to the needs of others.	To help children to develop lively enquiring minds, the ability to question and argue rationally and to think for themselves.	To create a warm, welcoming, and secure environment for learning and creativity.	To develop in children an enthusiasm for learning and the determination to always do their best.	To help children to develop a responsible and caring attitude towards their school environment, the local community, and the wider world.	To develop the children's self-respect, self-confidence and self-worth and encourage an appreciation of the efforts and achievements of others. To embrace challenge.
To ensure our children believe dreams can become reality if we face obstacles with the determination to succeed.	To help our children know when to see with the eyes of another, listen with the ears of another and feel with the heart of another.	To ensure our children have a say in what happens in our school.	To ensure our children understand how to exercise their rights and personal freedoms safely.	To ensure our children are provided with a broad and balanced curriculum relevant to their needs.	To ensure our children know that our behaviour affects our rights and the rights of others.	To help children to appreciate and respect cultural and religious values reflected in our society.

	Democracy		Mutual Respect		Individual Liberty		The rule of law		Tolerance of those of different faiths and beliefs
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Approved by:

Headteacher _____

Date _____

Governor _____

Date _____

VISION STATEMENT

At Norbury Manor Primary School we strive for all our children to be the best that they can be in an inclusive environment which fosters mutual respect and trust.

Our children are at the centre of everything we do. We want our pupils to:

- Demonstrate a caring and responsible attitude towards others
- Be enthusiastic, independent learners who view the world around them with enquiring minds
- Strive towards excellence with a positive attitude and *make every moment count!*

With the above in mind, this policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [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](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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

AIMS

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 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
- 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

At Norbury Manor the pupils are encouraged to:

- Develop a 'give it a go' approach.
- Show pride in their achievements.
- Make it possible for all pupils to learn
- Be kind and speak politely to everyone in the school community -children and adults.
- Show respect, consideration and tolerance for others.
- Respect their possessions and those of others.
- Show respect for the school environment and equipment.
- Move around the school in a quiet and calm manner.
- Develop an understanding of the need for rules and routines.
- Ask for help or tell an adult if they are unhappy.
- Accept responsibility for their own behaviour and associated rewards and sanctions.
- Act without verbal or physical aggression.
- Wear school uniform as specified in the school dress code.
- Apply the above when outside of the school, going to and from school, and when online

This curriculum is mirrored in our school Golden Rules which are a part of the school aims and RESPECT values. (see page.2)

Pupils are made aware of this curriculum at the beginning of each academic year and through assemblies, class discussions and PSHE lessons that good behaviour will be rewarded and poor behaviour will not be tolerated under any circumstances.

Staff at Norbury Manor Primary work hard to support the children to display positive behaviour at every opportunity. (See Appendix 2)

PUPIL VOICE

We believe in a restorative approach to behaviour

All pupils have an opportunity to discuss and resolve any conflicts that occur. Staff, Head Boy and Head Girl or School Council representatives may support to listen to and mediate positive outcomes for all children. This will include a focus on reparative action to be taken (e.g. a verbal or written apology, putting right what was spoilt and doing a good deed).

RESPONDING TO POSITIVE BEHAVIOUR - Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Individual Rewards

Verbal praise – Staff may praise a child in direct response to positive behaviour and or communicate it to parents/carers at the end of the school day; face-to-face or via a phone call.

Daily Dojo points - Individual points are gained for specific positive behaviours for individuals or the whole class linked to the school RESPECT values. The child with the most points in class will be named the Weekly Dojo Winner and receive an acknowledgment sticker and treat from the DHT at the end of the week.

Gold Certificate award

Each week, class teachers choose one pupil to receive a gold certificate in the Friday celebration assembly. The certificate will highlight the notable academic or social achievement that is being recognised. Class teachers will ensure that all pupils have the opportunity to have their efforts and achievements recognized across the school year (Spring Term 2b in EYFS).

Rainbow award

From KS1, when a pupil has displayed outstanding behavior throughout each half term during the Autumn and Spring terms and during the whole Summer term, and their name has remained on the rainbow on the weather chart, he or she will become a Rainbow Child. They will take part in a special event/activity and be praised during celebration assembly. If a child is not a Rainbow Child they spend the time when the event is taking place to reflect on own behaviour actions and how they can make better behaviour choices in future.

Whole class rewards

Weekly Golden Time

Every child has the opportunity to receive Golden time.

Each class teacher organises a weekly Golden Time session lasting 20 minutes when children can choose to join in with one of several organised activities that are on offer. The class teacher and AE organise this and directly support the pupils to engage with activities to help reinforce and model positive social interaction skills. Golden Time activities can take place in or outside the classroom.

Class Points

Classes are rewarded for good behaviour demonstrated in every aspect of the school by a member of SLT- *lining up properly, displaying good manners in the dinner hall, moving around quietly and calmly etc.*

House Points

Children also have the opportunity to gain house points to the value of 5 points for a coloured token, issued by all members of staff, or 10 points for a golden token issued by the Headteacher.

RESPONDING TO UNACCEPTABLE BEHAVIOUR – Sanctions/consequences

It is important for pupils to know that any unacceptable behaviour choices result in consequences. Consequences match the level of behaviour.

At Norbury Manor Primary School pupils are supported to take responsibility for their behaviour through a whole school visual monitoring system and clearly defined levels of unacceptable behaviour (Level 1 through to Level 4).

Behaviour Support Prompts

Weather Chart

In every classroom there are a set of weather symbols on display (Rainbow, sunshine, cloud/sun, rain, thunder and tornado). All pupils automatically start on the Rainbow at the beginning of a term. Their name is moved down the weather chart across a day if they break a Golden Rule. They will have the opportunity to move back to the sunshine across the day if their behaviour improves.



In Early Years Foundation Stage, the weather visual prompts are accompanied by smiley faces to aid comprehension of the very young, those with SEN, children with English as an additional language and those who are deaf.



Fresh Start

It is important for each child to start each day fresh, regardless of what has happened the day before (unless it has been a serious incident that has led to a serious sanction such as an internal exclusion or a suspension (fixed term exclusion) being imposed). At the start of each day everyone who isn't on the rainbow starts afresh on the sunshine.

Loss of Golden Time

Sanctions are to be in proportion to the incident and may include loss of privileges. Minutes off Golden Time may be deducted as a sanction by any member of staff after a warning (see procedures for dealing with unacceptable behaviour).

Loss of minutes will be in 1-minute intervals for KS1 and 5-minute intervals for KS2.

At the start of Golden Time, children sit out for the number of minutes lost and observe others engaged in the activity they have chosen. Pupils are encouraged to reflect on how they can improve on their behaviour in the following week in order to achieve the full allocation of their Golden Time.

LEVELS OF UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour is clearly defined into levels (Levels 1, 2, 3 and 4), with the appropriate responses.

Level 1 - LOW (*Managed in class by Teacher/Additional Educator*)

Behaviour:

Calling out; interrupting the teacher and/or other pupils, not focusing on learning, making silly noises, talking when asked not to, pushing in the line etc.

Responses:

1. The look/moving closer.
2. Praising other pupils' behaviour as a role model *"Well done Bobby, he is showing good listening"*.
3. Remind the pupil of the behaviour you do want
 - "Show me you can join the line sensibly please."
 - "What should you be doing now?"
 - "You need to stop so that we all have a chance to learn."
4. Warning of moving to the first level of the weather chart (Sun & Cloud).
5. Change the pupil's seat.
6. Discuss the behaviour with the pupil at the end of the lesson. The teacher will review the situation to see if there is an underlying problem.

Level 2 – MINOR/MODERATE (*Managed in class by Teacher/Additional Educator/Midday Meal Supervisor etc*)

Behaviour:

Frequent repetition of the level 1 behaviour, deliberately causing a disturbance, stopping others learning, refusing to do the work/activities, spoiling own work, minor challenges to authority

Responses:

1. Remind the pupil of the relevant rule. Remind him/her of the behaviour choice being made and why it has resulted in a sanction and its likely consequence (Child to move their name to the sun & cloud on weather chart).
2. Pupil to move to reflection table/chair for 5 minutes
 - “Take a few minutes to think about your behaviour please because I don’t want to move your name again as this will mean you will be sent out and this will be recorded in the class behaviour log.”

In EYFS pupil to move to Time Out chair with a 2 minute sand timer.

3. Give a clear choice before moving the pupil’s name down again.
 - “If you continue to/if you do that again you will have time out in the other year... class (bubble class), have dojo points removed and I will have to tell your parents.”
4. Invite the pupil back to join the class with the correct behaviour

If unacceptable behaviour continues child to move their name down to the next weather symbol (rain cloud) and continue to follow the next steps.

5. Pupil to move back to reflection table/chair to complete a yellow reflection form featuring the key questions:
 - *What rule/s did you break?*
 - *What did you do?*
 - *What do you need to do to put it right?*
 - *What consequences should there be?*

In EYFS this is verbally done with a member of staff scribing the pupil’s responses.

6. The pupil may be required to stay in at the next break time/lunchtime to reflect further and/or make amends (e.g. catch up with missed work or write a note of apology and or lose Golden Time minutes).

In EYFS pupil may be required to sit out during lunchtime play for 5-10 minutes with a sand timer before they are allowed to play.

7. Phase Leader to sign the yellow reflection form once the actions have been recorded on the back by the member of staff managing the incident
8. The class teacher or AE records details of the incident and actions on the reverse of the form and store in the Class Behaviour File.

Level 3- MODERATE/SERIOUS *(Managed by Teacher/Additional Educator/Midday Meal Supervisor etc unless persistent)*

Behaviour:

Inappropriate use of resources or equipment with the intention of wasting, spoiling or for harming others, damaging school property; leaving class without permission; persistent refusal to do set tasks; harmful and offensive behaviours e.g. name calling, spitting, swearing, being rude and disrespectful towards any member of staff. Mobile phone intentionally not handed in on arrival to school.

Responses:

1. Remind the pupil of the rule/classroom agreement which has been broken.
2. Explain to the pupil why their behaviour choice is so unacceptable:
 - “You have made the choice to deliberately hurt someone with your words/actions”
 - “You have broken that on purpose; no one else can use it now.”
3. Class teacher to send the child for time out with a green incident form to be completed in the other classroom within year group bubble.

In EYFS the pupil will be sent to the EYFS phase leader.

4. Class teacher to inform the phase leader of the incident, how it was dealt with and how things will move forward (including reparations that are to be made by the perpetrator)
5. The phase leader will sign the yellow reflection form/green incident form at this point.
6. Class teacher to speak to the parents of the pupils involved on the same day, including those of victims (with support from the phase leader if appropriate) over the phone or face-to-face.
7. The class teacher or AE records details of the incident and actions taken on the behaviour area of Bromcom MIS and attach scanned copies of all green incident forms and letters sent home to parents.
8. Consequences will follow and be dependent upon how many times the child has displayed L3 Unacceptable behaviour. *(See Behaviour Consequence Grid)*

Persistent refusal to follow adult instructions will result in a member of SLT removing the child from the area. The child will have time out and complete a reflection sheet with SLT, have privileges withdrawn, receive an internal exclusion and parents will be informed. If there has been any damage to school property, this will result in the parent being asked to cover the cost of damage.

Pupils displaying persistent Level 3 behaviours will be considered as being a serious cause for concern and in danger of receiving fixed term exclusion. A meeting will be convened by the Deputy Headteacher, Phase Leader and class teacher to consider the issues and produce a plan of action. Parents too will be involved in this process. Support will be sought from external agencies where required. The plan of action will be shared with class/year group adults, reviewed and next steps put in place if relevant.

If the issues persist then the Headteacher will consider the option of a short fixed term exclusion.

Level 4 - SERIOUS INCIDENT (Managed by Senior Leadership Team)

Behaviour:

Repeated Level 3 behaviour, physical assault, threatening behaviour, bullying, intentional physical harm to other children/adult; use of sexist, homophobic, religious, racist language, verbal/physical abuse to staff, possession of an offensive weapon, possession of a prohibited item, sexualised behaviours, damage (arson, vandalism, graffiti), actions which cause extreme danger to themselves or others (including inappropriate use of technology

and breaches of the e-safety policies), sexual harassment and sexual violence and misogyny/misandry.

- A member of the SLT is alerted to the incident. He/she will go to the location of the incident or the pupils involved are brought to them.
- The incident will be fully investigated:
 - ✓ Pupils involved will be given the opportunity to give their version of events and have their views listened to.
 - ✓ Green Incident report forms will be used to record the information, giving pupils the opportunity to write the information down where possible.
 - ✓ Adults who were present verbally inform SLT and record on behaviour area of Bromcom MIS asap (the same day)

The member of SLT dealing with the incident will, with support from the Pupil and Parent Liaison Officer or Learning Mentor, undertake a series of actions:

- ✓ Share with the Headteacher details of the incident and agree sanctions and consequences to be made.
- ✓ Meet with parents or have a telephone conversation of the perpetrator and the victim, to share details of the incident and sanctions to take place. The Headteacher will attend this meeting where where a fixed term exclusion is under consideration.
- ✓ Inform the class teacher and phase leader about how the behaviour has been dealt with.

Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power, child/ren bullying over the child/ren being bullied. This could involve the bully having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical, psychological, derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) 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, including content generated or altered using AI
Allergy Bullying	This can range from a few nasty and hurtful comments, being excluded to a child being physically threatened with or tricked into handling or eating their allergen.

Pupils are made aware of what bullying is and how to deal with bullies. This is done through the PSHE and E-Safety lessons and school assemblies. Anti-Bullying Week is also used as a time in the school year to reinforce and develop awareness.

Cyber bullying involving anyone in the school community is unacceptable. All incidents brought to the attention of the school will be fully investigated and liaison with external agencies will be sort as necessary.

- All allegations of bullying are recorded on Bromcom MIS under the Behaviour area.
- All proven cases of bullying are reported to the Governing Body each term.
- All racist incidents are reported each term to the Governing Body and Croydon Local Authority by the Headteacher.

Staff are alerted to signs of bullying and required to notify the pupil's class teacher and Deputy Headteacher in the first instance of any concerns. Once a case of bullying has been established, it is dealt with using the serious incidents procedure (Level 4 unacceptable behaviour). Staff will work with the bully and the victim plus their parents/carers to ensure that the bullying stops and the victim feels safe in attending school.

Further information can be found in the school Anti-Bullying Policy.

Child-on-Child Abuse

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

This type of behaviour is likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals;
- upskirting (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause

the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment. (Voyeurism (Offences) Act 2019)

- consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI

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 contains further information on how we prevent and manage incidents of child-on-child abuse.

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 the school's:

Safeguarding and Child Protection Policy

Managing Sexual Violence and Sexual Harassment between **B**Policy (Child-on -Child Abuse)

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)
- 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
- 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).

Online misbehaviour

The school can issue behaviour sanctions 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

This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes.

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

Children displaying any of the behaviours outlined above will not be allowed to represent the school in lead roles, or as part of a school team for a fixed period of time.

CONFISCATION & SEARCHES

Searching 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 article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Mobile Phones

Pupil safety is of utmost importance, and as pupils may require access to their mobile phones before and after school, we have a mobile phone hand in on arrival policy.

On entry to the school in the morning, each pupil hands in their device to school staff. Their mobile phones are kept securely in the main school office for the entire school day and then collected at the end of the school day.

Any mobile phones that are intentionally not handed in, will be confiscated from the pupil and returned at the end of the school day. A Level 3 sanction will be issued in the first instance.

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 themselves.

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 headteacher, designated safeguarding lead (or deputy) or pastoral member of staff 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 select appropriate headteacher / designated safeguarding lead 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 (listed in section 3) 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 (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

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 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 if 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, 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 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 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.

RESTRICTIVE INTERVENTIONS, INCLUDING THE USE OF 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.

The school does not have a '*no contact*' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder among pupils, in or out of a teaching session
- Hurting themselves or others
- Damaging property
- Committing a criminal offence

Incidents of 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 alternative or standing position as quickly as possible
- Be recorded and reported to parents

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.

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#)

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.

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:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- Allow the pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT or the Pupil, Parent Support Officer or Learning Mentor.

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:

- Meetings with Learning Mentor
- Use of Additional Educators
- Short-term behaviour chart
- Long-term behaviour plans & target sheets

➤ Multi-agency assessment

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

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 expectations of the school.

This could include measures such as:

- Daily contact with the Learning Mentor and or Pupil Parent Support Officer
- A behaviour chart or plan with personalised behaviour goals

EXCLUSION

Where behaviour has been deemed persistent, disruptive or dangerous, a pupil may be excluded by the Headteacher.

At Norbury Manor Primary School there are 3 levels of exclusion that may be used:

- **Internal Suspension** – In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.
The pupil will be in school but accesses learning away from their class and year group. They complete work in another area of the school, are withdrawn from play and lunchtimes and have their lunch separate from peers.
- **Suspension** - In response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.
The pupil is not allowed in school for a set period of time, has work to complete whilst not in school and undertakes reflection with parents/carers. Pupils are not allowed to take part in recreational activities during school hours during fixed term exclusion. A meeting between the school, pupil and parent takes place before the pupil can return to class (*reintegration meeting*).
- **Permanent Exclusion** – Pupil is no longer allowed to attend the school.

Only the Headteacher has the power to suspend/exclude a child from school. The type and length will vary according to the severity of the incident.

An extreme response such as suspension or permanent exclusion is only considered when all possible alternatives have been explored, and such measures are clearly necessary for the good of the pupil concerned and/or the well-being of the school. **Some types of serious incidents will lead directly to suspension (e.g. behaviour that has caused a serious health and safety risk such as smashing glass near others or bringing an offensive weapon/prohibited item to school).**

The circumstances surrounding an incident and any specific needs relating to the pupils involved will be taken into account. Before deciding to suspend or exclude a pupil a full incident report is submitted by the member of SLT investigating the incident and the pupil is allowed to give their version of events.

The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

Where possible, parents/carers are contacted to discuss the exclusion before receiving confirmation in writing. The Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Reintegration after a suspension

A reintegration meeting will be held prior to the pupil returning to school. This will be led by the Headteacher or Deputy Headteacher. The pupil and parent will be required to attend. A reintegration form will be completed including specific actions to support reintegration (e.g. behaviour targets and specific support provision to help secure success).

Permanent Exclusions

Persistent offenders may face permanent exclusion. The Headteacher's decision will be considered by the Governing Body and parents/carers will be informed of their right to make representation to the panel. Any permanent exclusion will follow the procedures as set out by the DfE and Croydon LA.

Reporting Exclusions

The Headteacher

- Reports any suspensions or permanent exclusions to the school's Governing Body and the Local Authority (LA).
- Keeps a record of any pupil who is given a suspension or permanent exclusion reports.
- Ensures suspensions are recorded on school registers.

Please refer to the school Suspension and Permanent Exclusion Policy.

EQUAL OPPORTUNITIES

Our school will ensure that equal opportunities are available for everyone, regardless of gender, race, faith, age, disability or socio-economic status. Children with disabilities must be able to take a full and active part in every lesson and every measure will be taken to ensure this.

SPECIAL EDUCATIONAL NEEDS

Supporting Neurodivergent Pupils

At Norbury Manor Primary School we recognise that neurodivergent pupils may behave in ways that do not always align with what is typically expected or accepted in a classroom environment. Our role as educators is to support pupils to understand and manage their own behaviours through whole school and personalized SER provision.

We recognize that the school environment needs to be a space where neurodivergent pupils feel accepted and valued for being who they are and as such our whole school behaviour policy may at times need to be adapted to accommodate neurodiversity. This modification will be applied on a case-by-case basis in consultation with the school SENCO. As a school we understand that when neurodivergent pupils feel a sense of belonging, they are more likely to fully participate and flourish in all areas of school life.

Consideration with regard to sanctions will be given to children who have diagnosed medical conditions such as Autistic Spectrum Disorders (ASD), Asperger's Syndrome, or Attention Deficit Hyperactivity Disorder (ADHD), and are on the Special educational Needs and Disabilities (SEND) register for behavioural concerns as they may exhibit extreme behaviour patterns.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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.

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.

Such measures may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with 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 conditions such as autism
- Use of separation spaces (sensory room or The Haven) where pupils can regulate their emotions during a moment of sensory overload

Pupils with social, emotional and mental health difficulties

Pupil performance is monitored by class teachers as part of on-going observation. Pupils displaying behavioural needs (e.g. have difficulty managing their feelings) that are impacting on their schoolwork or their social interactions may have emotional and behavioural difficulties.

A Support plan featuring SMART targets may be put in place to help meet identified needs. Any services that are engaged in providing support will liaise regularly with the SENCo, Deputy Headteacher, Learning Mentor and the Pupil and Parent Support Officer to provide updates/recommendations.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The 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.

External Agencies

Where pupils have on-going difficulties after receiving any additional support available in the school, the Deputy Headteacher or the SENCo will, in agreement with parents, refer to outside agencies for additional advice and support, for example:

- NHS Mental Health Support Team - Trailblazers
- The Educational Psychology Services.
- Children and Adults Mental Health Service (CAMHS).
- Education Welfare Service.
- Community Health Services.

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 safeguarding and child protection policy, speak to DSL/DDSL who will consider whether pastoral support, universal services, community-based early help, targeted early help or a referral to children's social care is appropriate.

Please refer to our school safeguarding and child protection policy for more information.

ROLE OF STAFF

All staff will create a calm and safe environment for the pupils:

- Follow the behaviour policy with high levels of consistency (*Rewards and Sanctions*).
- Play an active part in building a sense of community.
- Treat all pupils fairly.
- Model the type of behaviour felt to be acceptable.
- Remind pupils of The Golden Rules, School Aims and Values
- Use parallel praise to maintain a focus on highlighting pupils doing the right thing, therefore providing a positive example for any who are choosing to misbehave
- Understand pupils' special needs.
- Deal sensitively with pupils in distress, listen to them and deal with any incident appropriately.
- Be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies.
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

Promoting Positive Behaviour

The school will offer formal and informal opportunities to promote good behaviour, self-esteem, confidence and independence by celebrating achievement, recognising progress, making use of opportunities within the curriculum, in assemblies, and through links with parents and the wider community.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Teaching staff will work in collaboration to ensure:

- That all teaching resources are prepared in advance.
- Teach children the class routines and verbalise expectations regularly.
- Lessons have clear objectives that are understood by pupils, and differentiated to meet the needs of all ability groups.
- Have a plan for children who are likely to misbehave. Ensure other adults in the class know the plan.
- Marking is used both as a supportive activity, providing feedback to pupils on their progress and achievements, and as a signal that their efforts are valued and progress matters.
- Pupils are actively involved in their own learning and assessment.
- Classrooms are welcoming, well-organised and help pupils to develop independence and personal initiative.
- Zones of Regulation are used in class for children to share how they are feeling on entry to school and across the day. Staff will make time to speak to any children in Red / Blue zones at the earliest point.
- Displays of work demonstrate the value of every individual's contribution, thus helping to develop their self-esteem.
- Pupils have regular, planned opportunities to engage in a variety of PSHE activities connected to promoting positive behaviour.
- Lead class specific circle times to address reoccurring class issues.

(See Appendix 2)

TRANSITION

End of academic year

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

Inducting incoming pupils

The 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.

ROLE OF PARENTS

The school aims to work collaboratively with parents, so that children receive consistent messages about how to behave at home and school.

We encourage parents to:

- Act in a way that sets a good example to the children and treat staff with respect.
- Support the school if there has been the need to use sanctions for a child to understand the consequences of their actions and the need for a restorative response.
- Attend meetings with staff or other agencies.
- Discuss any behavioural concerns with the class teacher promptly

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Keep the school informed of behaviour difficulties they may be experiencing at home.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Adhere to the Parent Handbook guidelines

ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher to:

- Review and approve this policy in conjunction with the governing body
- Give due consideration to the school's statement of behaviour principles (Appendix 1)
- Ensure that the school environment encourages positive behaviour
- Ensure that staff deal effectively with poor behaviour
- Monitor that the policy is implemented by staff consistently with all groups of pupils
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Provide 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
- Offer 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
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

ROLE OF GOVERNORS

It is the responsibility of the Governing Body to:

- Review and approve the written statement of behaviour principles (appendix 1)
- Review this behaviour policy in conjunction with the headteacher
- Monitor the policy's effectiveness

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

The data will be analysed every term by Deputy 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

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.

Monitoring this policy

The policy will be annually reviewed by Deputy Headteacher, Headteacher and the Governing Body 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 Headteacher and the Chair of Governors

Policy update: Autumn Term 2026

Review Date: Autumn Term 2027

POLICY LINKS

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Suspension and Permanent Exclusion Policy
- Managing Sexual Violence and Sexual Harassment between Children Policy (*Child-on-Child Abuse*)
- PSHE Policy
- Special Educational Needs Policy.
- Online Safety Policy
- Teaching and Learning Policy



Appendix 1

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, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in managing 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 full governing body annually.



In the classroom

Teachers and Additional Educators develop a classroom atmosphere that is conducive to positive behaviour. A variety of strategies are used to promote and reward good behaviour:

- School Aims and Values inclusive of the Golden Rules are displayed prominently in the classroom and around the school and are referred to and discussed regularly.
- Additional Educators, Coaches or Visitors leading a session will make reference to the golden rules at the start when setting expectations in school and when learning remotely.

All teaching staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules/agreement
- 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 ie. *1,2,3 transition indicated with fingers or visual cards*
 - Highlighting, promoting and praising good behaviour – use of Class Dojos
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Behaviour monitoring weather chart displayed on walls:

- ✓ All pupils have their names displayed on the positive sign of a sunshine at the start of each day once they have moved off the rainbow.



I am following the Golden Rules

- ✓ Any pupil who has already received 2 warnings about repeated low level unacceptable behaviour across a day will have their name moved to the next sign.



I have broken the Golden Rules and need to get back on track

- Use of encouragement and positive praise.

Inside the school building

- All pupils are expected to behave in a courteous and responsible manner (e.g. hold doors open to allow others to pass, say 'please' and 'thank-you', knocking on doors).
- Pupils are required to move around by walking sensibly in two lines/pairs, in a well-mannered way.
- Pupils are expected to wear a classroom tag when moving around the school during lesson time to use the toilet or deliver a message.
- Voices are kept low to avoid disrupting others at work in class and when transitioning around the school
- All staff model the desired behaviours as they move around the school.

In the playground

Positive playground behaviour is promoted through Circle Time activities and work in PSHE lessons. Playtimes and lunchtimes are organised to ensure children are purposefully occupied, have successful interactions and remain safe and healthy.

- Staff members on duty interact with the children to teach/play games keep score and promote positive social interaction.
- Class Dojo points are issued for positive playtime behaviour linked to the golden rules by staff and or other pupils with key responsibilities around the school eg. Head/Deputy Boys or Girls, School Councilors, Class Ambassadors etc
- We expect children to play safely and considerately, showing awareness of others playing around them.
- We expect children to use their year group lunchtime equipment only storing it in DHT office.
- Rough play, play fighting and any games involving aggressive physical contact or that are likely to result in injury are discouraged.
- Where games lead to arguments or fights, they may not be allowed for a fixed period and or participation temporarily withdrawn.
- Where specific equipment is not used properly or is causing conflict it may be unavailable for a fixed period of time.
- The adventure playground is to be played on sensibly and safely. The staff member on duty will stop play on a piece of equipment if the need arises (e.g. if it is wet and slippery causing a health and safety risk).
- When available, the field is played on safely and equipment is used in designated areas only

The staff members on duty (e.g. Additional Educators and Midday Meal Supervisors) are initially responsible for dealing with behaviour in the playground and children are required to approach them in the first instance if a problem arises. A range of strategies are used to manage behaviour, using the procedures documented in this policy.

Minor misdemeanors are reported to the class teacher when they collect their class and more serious misdemeanors are reported to the Phase Leader in line with the agreed procedures (See *Levels of Unacceptable Behaviour section*)

Off-site visits

The school endeavours to make use of the local environment and places of interest further afield to support class work. Pupils are expected to behave sensibly and responsibly. This is discussed with them prior to off-site visits taking place. Any incidents of unacceptable behaviour that occur are reported by the class teacher /supervising adult to SLT. These are dealt with according to the school's behaviour procedures.



Policy Change Log

Page	Section	Change
9	Level 4 Serious unacceptable behaviours	To bold examples added misogyny and misandry at the end.
9	Bullying	Updated definition and first paragraph
10	Bullying Grid	Updated definitions for sexual and cyber bullying. Added Allergy Bullying section
10	Child on Child abuse	First paragraph Last bullet point
11	Off-site Misbehaviour	Whole new section
12	Online Misbehaviour	Whole new section
13	Mobile Phones	Updated second paragraph
16	Restrictive Interventions ...	First 2 paragraphs
17	Restrictive Interventions ...	First 2 bullet point on page Last Sentence
17	Removal from classroom	Whole new section
20	SEND	Added section about utilising staff to support
21	Safeguarding	Bullet point 2 Paragraph that includes speaking to DSL/DDSL
24	Monitoring	Updated first paragraph
25	Appendix 1	Last sentence added