

ULEY C OF E PRIMARY SCHOOL



BEHAVIOUR POLICY

INCLUDING EXCLUSIONS AND USE OF REASONABLE FORCE

AUTUMN 2025

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

Ethos Statement

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

The staff and governors at Uley Church of England Primary School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating an **inclusive, caring, Christian** environment,
- creating **happy, stimulating** and **exciting** opportunities for learning,
- developing **positive** relationships based on **respect** of self and others,
- supporting a **creative** approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future.

BEHAVIOUR ETHOS

Wisdom

Reflect on our mistakes and learn from them
Make appropriate choices
Have the courage to be the best you can be

Friendship

Do as you would be done by
Encourage, support and be proud of each other
To serve one another
Smile and be thankful

Compassion

Be respectful; embrace difference and diversity
Say sorry, show you're sorry
Show forgiveness and generosity
Work together for fairness

Trust

Be honest and just
Believe in yourself – you can do it!
Persevere on your journey, seek help from others

Context

Uley CE Primary School has high expectations of its pupils. Our aim is to provide an education that brings out the best in every child that builds on their strengths, enables them to enjoy and extend their own learning and helps them to become motivated and successful.

We aim to work with children to support and encourage them to build positive relationships with others and work effectively within a team so that they grow into confident and tolerant citizens, valued for the contribution they make to society.

In working towards this aim we recognise that promoting good behaviour is the responsibility of all stakeholders within the school community and believe that our Christian values will help to create an ethos where the beliefs and attitudes of everyone support the positive behaviours necessary to maintain an effective learning environment.

Aims

Our Behaviour Policy at Uley aims to:

- create a positive climate, placing greatest emphasis on praise and reward and less on criticism and sanctions
- create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected
- foster mutual respect and caring attitudes across the school community, where all achievements are acknowledged and celebrated
- help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for themselves and others
- manage pupil's behaviour effectively by a whole school approach to behaviour management which is clearly understood by pupils, parents and all staff
- make boundaries of acceptable behaviour clear and ensure children feel safe
- promote good behaviour focusing on the individual making 'good choices'

Principles into Practice

In attempting to achieve these aims we will promote:

- a consistency of approach at all times
- fair treatment for all
- the development of appropriate behaviour by all according to the situation – individual, small group, class, whole school – both in and out of buildings
- consideration for others
- having regard for the safety of oneself and others
- sensitivity to the needs and feeling of others
- self- control - the taking of responsibility and being accountable for one's actions
- independence and maturity in children by gradually increasing responsibility and trust
- high expectations that are realistic of the children's academic and social abilities

And we will foster good relationships in school:

- through good models of adult behaviour – including teachers, support staff, governors and parents
- through judicious use of praise
- by nurturing self-esteem
- by ensuring children are well motivated by the enthusiasm of their teachers
- by using creativity and humour to help pupils enjoy their work

- by employing a variety of teaching methods to meet the many differing needs of our pupils
- by actively involving all children in their learning
- by treating people fairly
- through supporting and listening

Why Positive Behaviour Management?

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave, and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and sanctions are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. All staff and parents have a responsibility in setting a good example as well as ensuring that our Behaviour Values are followed.

The school environment plays a central role in the children's social and emotional development. All adults at school have an important responsibility to model high standards of behaviour at all times.

Whole School Behaviour Policy: Good to be Green

At Uley Primary School we have adopted a behaviour programme called 'Good to be Green'. In our school we work towards standards of behaviour (our Behaviour Ethos) that are based on the Christian principles of friendship, compassion, trust, and wisdom. When children are following the Behaviour Ethos and behaving in an appropriate way, we say that they are showing 'green behaviour' See Appendix 4. Our expectation is that everyone in the school communities aims to show this behaviour at all times.

Members of staff have the power to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm (see Use of Reasonable Force below).

The principles behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That all staff integrate a system within daily teaching and school routines in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are recognised

The system allows for the following:

- A consistent approach that is to be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific values, behaviours and routines

Promoting Positive Behaviour

PRAISE IS THE MOST POWERFUL FORM OF INFLUENCING POSITIVE BEHAVIOUR

All adults verbally praise children and give children various rewards including stickers and team points on a daily basis.

At the discretion of a member of staff, children may be sent to the Head Teacher or another teacher for a sticker or a certificate in special recognition for promoting any of the behaviours in our Behaviour Ethos.

Team Points

Each child is a member of a team –Angeston, Dauncey’s, Rockstowes and Sheppard’s, and is encouraged to earn team points by demonstrating the Behaviour Values.

These points are added up each week by Year 6 and the winning team receives a collective award at the end of the term. The weekly winning team is awarded the team cup and the coloured ribbon is tied to the cup as it is placed in the worship area of the school.

Team points are given in discretionary units that represents the behaviour displayed. This is discussed with the children to agree the amount of team points.

Lunchtimes

Lunchtime staff also give team points and stickers to children to reward and reinforce good lunchtime behaviours including manners.

Each day children who are demonstrating good behaviours and values such as being good role models, show good eating habits, magnificent manners, kindness, friendship (this list is not exhaustive) receive team points.

In Class

Staff may also use other strategies to promote positive behaviours such as verbal praise, stickers, team points, celebrating with the class or visiting the Head Teacher, receiving a rainbow card (infants) or being placed on the sunshine.

Collective Worship

Each theme for Collective Worship is linked to a value. This is explored through stories, poems, songs and music.

Our Collective Worship values (linked to Roots and Fruits) offer children the opportunities to:

- Nurture a sense of self-worth, self-identity and personal responsibility
- Recognise themselves as part of a community
- Trust and respect school structures
- Recognise the rights of others and prepare to take responsibility in society
- Respect and value diversity
- Be empowered to make choices and take action
- Learn skills to help resolve conflict
- Foster a positive outlook for the future

Fabulous Flourishers Worship

Fabulous Flourishers workshops take place once a week. Taken from our vision statement Live, learn, Flourish, children are rewarded with a certificate for various achievements including academic and sporting achievements, achievements outside of school and positive behaviour and values. A weekly record is made and celebrated in newsletters.

Golden Time

Infants and juniors will have an afternoon of golden time at the end of every term (6 times a year). These activities are negotiated between the children and adults. EYFS also have set golden time in line with KS1 but also have many opportunities for daily play based activities.

Children in Partnership (CHIP Council)

Members of the CHIP Council will have an opportunity to discuss the rules, rewards and sanctions and to air any problems that they, or the children they represent, are experiencing and discuss ways that these can be sorted.

Team Captains

Team Captains are elected annually. Team Captains are expected to:

- be a good role model
- show good sportsmanship
- lead team games and activities
- count team points each Monday and record them.
- announce weekly team winners.
- give a speech at each end of term – the winning team

End of Year Awards

There are 3 Live, Learn and Flourish awards for infants and 3 Live, Learn and Flourish awards for juniors. This reflects the school vision:

Live – Learn – Flourish

Live: at home, in school, and in our local community

Learn: about self, others, and our ever-changing world

Flourish: be the best we can be in all that we do

The criteria below was created by consulting all stakeholders in 2017.

LIVE

Gets 'stuck in' to events and opportunities

Supporting the community

Participating as team captain or school council member

Not afraid to fail

Has outside interests and successes

Links with the church

Nurtures other children

Always willing to help – service

Generous attitude and ethos

Showing school and own values in and out of school



Uley CofE
Primary School
Live Learn Flourish

LEARN

Persevering with learning

Overcoming barriers and challenges – not giving up

Learning from mistakes and being able to demonstrate what they have learnt

Going the 'extra mile'

Confident learner, finding ways to challenge themselves and working independently

Taking ownership of their learning and finding ways to help others

Being passionate about learning

Quality friendships, understanding how to get along with each other (tolerance of one another)

FLOURISH

Effort

Trying your best

Confidence

Improving at everything

Positive/good attitude to learning

Setting a good example to other children

Wisdom

Good use of opportunity

Friendship

12 certificates are presented; each certificate representing a different part of the LIVE, LEARN, FLOURISH tree:

The tree reveals a book at its heart (representing knowledge and learning) and a range of icons among its branches that represent skills, interests and qualities that we value:

Plus, our Live, Learn, Flourish tree incorporates 11 symbols:

The dove represents church and community

The light bulb represents ideas and imagination

The treble clef represents music and dance

The football represents sport and fair play

The star represents reward and recognition

The number '3' represents maths, science and analysis

The mask represents drama and self-expression

The globe represents awareness of our place in the world, geographically and socially

The speech bubble represents debate and openness

The butterfly represents freedom and fun

Good to be Green Recognition

Exceptional Behaviour

Exceptional behaviour constitutes those that have stayed green for a period of time and have been exceptionally helpful, friendly, positive i.e. demonstrating the four key school values – Wisdom, Trust, Compassion and Friendship.

Gold card – awarded to children who have been green over each short term



Platinum card – awarded to children who have been green over the long term



Privilege card – for children who have been green for the whole year! To do something which will be agreed nearer the end of the year.



For those who have had yellow or red cards during a short term, they have the opportunity to try again the next short term. If this is unachievable, a shorter term such as daily or weekly recognition can be implemented.

Challenging Behaviours

Defining challenging behaviour

As schools have the ability to define their own set of behavioural expectations, there is no common set of behaviours that can be universally regarded as challenging (note this relates to individual school's behavioural expectations and not the grounds for exclusions which are set and common to Local Authority schools).

In most schools and for most teachers, challenging behaviour can generally be understood as something that either interferes with the safety or learning of the children, or interferes with the safety of school staff.

Examples of challenging behaviour include:

- **Withdrawn behaviours** such as shyness, rocking, staring, anxiety, school phobia, truancy or social isolation
- **Disruptive behaviours** such as being out-of-seat, calling out in class, outbursts, swearing or refusing to follow instructions
- **Violent and/or unsafe behaviours** such as kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures
- **Inappropriate social behaviours** such as inappropriate conversations, stealing or being over-affectionate.

Influences on behaviour

There are many potential influences on children's behaviour, and many factors that can lead to behaviour that is challenging for schools to deal with. These include:

- **biophysical factors**, such as medical conditions or disabilities
- **psychological factors**, including emotional trauma or lack of social skills
- **behavioural/social factors**, including where a child's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices. For example, a child with a learning difficulty repeatedly misbehaves knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed

- **historical community factors**, family member/s had difficult, sometimes traumatic, experiences of school therefore passed down to the child
- **group dynamics**, such as bullying and teasing or cliques
- **environmental factors**, for example the level of classroom noise or classroom seating arrangements
- **classroom organisation issues**, such as inconsistent routines, inadequate materials or obliviousness to cultural differences
- **teacher behaviour**, for example boring or disorganised lessons, over-reaction to misbehaviour or over-reliance on punishment with little use of positive reinforcement

In many cases, there is no single “cause” of challenging behaviour, but it is the result of several factors operating in combination.

To summarise - examples of inappropriate and challenging behaviour:

- being disrespectful to others or the environment
- direct or indirect rudeness or insolence
- answering back
- constant interruption
- refusal to carry instructions
- stopping others from learning
- bullying including cyber bullying, prejudice-based and discriminatory bullying – see Anti-bullying policy
- deliberate refusal to tackle tasks set
- deliberate damage to school equipment or property
- bad language and rudeness

Changing Inappropriate or Challenging Behaviour

The **Behaviour Ethos** is the agreed code of conduct for behaviour within school. We recognise that it is equally important that the consequences of not meeting these values are consistent throughout school and understood and agreed by the whole community. See Appendix 4.

School staff use least intrusive skills to redirect behaviour.

- If they decide to give a child a yellow or red card they must be clear with the pupil what it is they are doing to receive the card, and what the pupil can do to change this decision.
- Teachers constantly help pupils make the right choices to move their card back to green

Step 1

Stop and Think

This provides the opportunity for the child to reflect, consider and review their choices and to start making more appropriate choices based on the green ethos. The amount of ‘stop and think’ opportunities is discretionary. Should a child have continuous stop and think cards in one day then the child may receive a yellow card. Adults will need to communicate why and the decision about changing a green card to yellow could be a combined decision.

Step 2

Yellow Card

If after stop and think opportunities, inappropriate behaviour persists, then the child will receive a yellow card. Adults will speak calmly with the child discreetly and ensure that the child fully understands the reasons behind the yellow card and discusses the more appropriate choices the child could have made instead and how they expect the behaviour to change to earn their way back to green. The child(ren) are then expected to speak to the teacher, at the beginning of a break time, about the behaviour and expectations. Again, this gives the child the opportunity to reflect, consider and review their behaviour. A yellow book is kept in each class to make a record of the date, child and reason for the yellow card. Infant parents are informed if their child receives a yellow card.

Step 3

Further unacceptable behaviour, despite stop and think opportunities and yellow card, could lead to a red card. The expectation is that children will have been well supported in recognising, reflecting and changing inappropriate behaviour through steps 1 and 2 therefore giving out a red card would be very rare. Children should understand that it is the last resort.

There may be occasions when the behaviour is serious enough that a child is given a red card without a warning or yellow card first, for example, biting, deliberately harming others or surroundings.

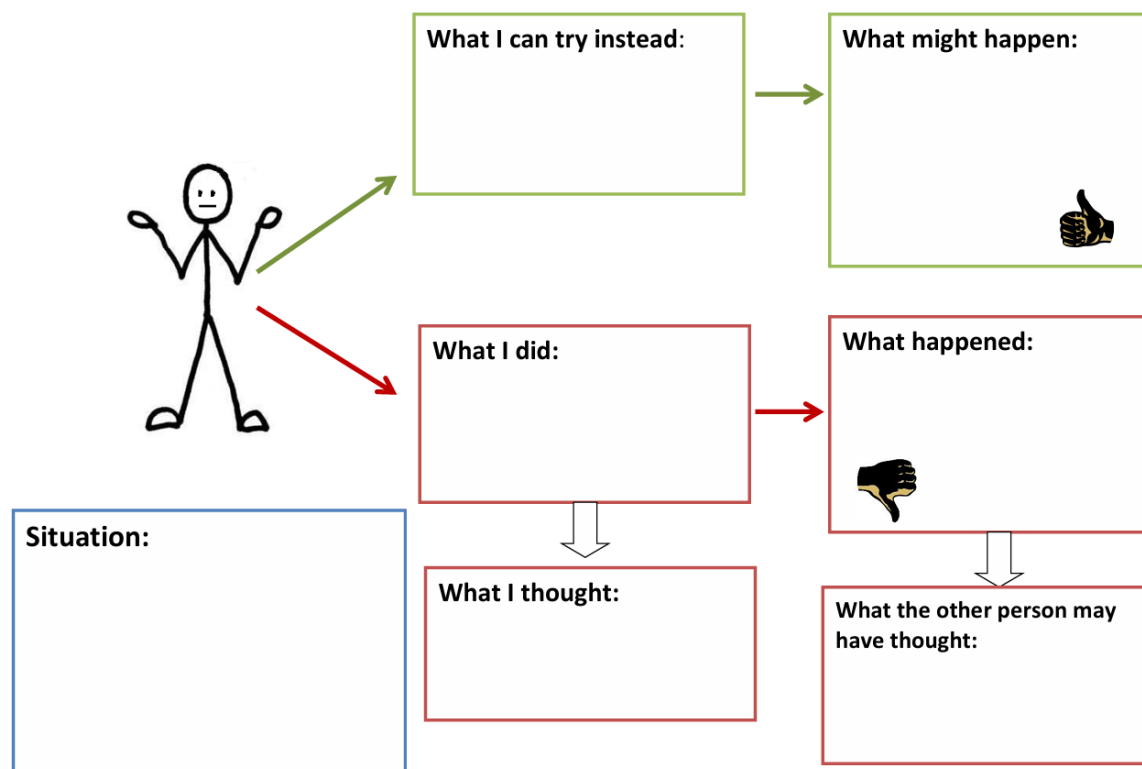
We insist that children do not act in a physical way towards each other. We teach children that problems need to be resolved through discussion and reflection. Retaliation is not acceptable and both initiator and retaliator will be sanctioned equally.

If a child is given a red card the teacher must complete the Red Card Record (see Appendix 1) and this must be discussed with the Head Teacher or a member of staff in her absence, the class teacher and the child along with the Red Card Record completed. Simple reflective questions are asked to help all parties reflect on their behaviour.

Reflective Questions

- What happened?
- What were you thinking at the time? And since?
- Who has been affected?
- How can we make amends?
- How can we make sure this doesn't happen again?

This consequence discussions sheet may be appropriate for some children.



Parents of infants and juniors are informed if their child receives a red card.

If the decision is made to issue a red card, infants receive an immediate time out and reflective / restorative conversation. For the juniors, the consequence is immediate. If the red card has been issued before morning play, they stand with the adult on duty at break time for 5 minutes. A red card issued between first play and lunch, the junior child will spend 5 minutes standing with a midday supervisor. During the afternoon, 5 minutes out of class and again, an adult will go through a restorative and reflective process with the child.

When a child receives a yellow card on three consecutive days this will automatically convert to a red card.

Adults will always consider the reasons behind the behaviour of any child and look for patterns and trends through the recording in the yellow books and red card records. For some children the card system may have to be adapted to suit a child's needs e.g. if a child needs a consequence instantly due to underlying behaviour problems. In this instance, the adults will work together with the child and the parents to agree a suitable system that is well communicated and understood by all.

All children start with green cards at the beginning of the day - a new day, a fresh start.

Step 4

If a child has specific difficulties then a behaviour monitoring system is introduced, parents and Governors may be involved. (Appendix 2 Behaviour Monitoring Card).

It should be noted that a child who is subject to a Monitoring Card or receives regular red cards may have additional social and emotional needs. If a child has continuing challenging behaviour then this is addressed through other strategies such as emotional or social support; working alongside families

and our school values of compassion, friendship, trust and wisdom. The school seeks to support and guide the child to make the appropriate choices and to change their behaviour for the better.

Playtimes and Lunchtimes

Playtimes and lunchtimes can be times when children require extra support to ensure any friendships matters are resolved. During morning play and lunchtimes staff encourage positive play through supporting and guiding play. Playtimes and lunchtimes are an integral part of the day which follow the same behaviour ethos.

For challenging behaviours at playtimes and lunchtime, staff will ask the child to stop and think and provide the opportunity for the child to reflect, consider and review their behaviour, and support them in making better choices. The amount of stop and think opportunities is discretionary. Should behaviour be challenging enough to warrant, then staff will issue time out. Children will be asked to sit out of playtime for 3 minutes (infants) or 5 minutes (juniors). During time out the adult will make sure that the child fully understands the reasons behind the time out and discusses more appropriate choices the child could have made instead and how they expect the behaviour to change.

Should a child's behaviour continue after time out or is serious enough then the yellow/red card system from Step 2 above continues, and staff work together to agree a chosen card and problem solve to identify a cause and put support in place. Lunchtime staff can ask for support from class staff.

In conjunction with our Good to be Green scheme, during the afternoon register, the children have the opportunity to evaluate their playtime and describe how they are feeling after play using Green, Yellow or Red. This is to ensure that any worries are identified and dealt with and green playtimes are celebrated enabling all children are ready to learn.

Green being a successful playtime/lunchtime because it was fun, we got along, we played nicely together, play was fair and I felt happy.

Yellow being an ok playtime/lunchtime because I hurt myself, I found it difficult playing games with others, I felt that I didn't have anyone to play with but I was helped with the support of midday supervisors and I am now happy.

Red being not a good playtime/lunchtime because I had a big falling out with my friend/others and still feel upset, someone has upset me by saying unkind things or really hurt me. I would like to talk about it and need help to make it better.

This strategy can be more focused on individuals by forming part of an intervention programme to support children with friendship issues. SEAL (Social, Emotional Aspects of Learning) materials can also be used to support children.

To avoid the children being given mixed messages, **common language and good communication between all adults** is key; therefore, staff on morning playtime duty may need to communicate with the relevant classroom staff before issuing a yellow or red card. Classroom staff should communicate any children whom may need to be monitored during lunchtime with the lunchtime staff. Should lunchtime staff feel that a child has been given stop and think and time out with little or no impact, and feel there needs to be another sanction in place, then this needs to be discussed with the relevant staff. If lunchtime staff feel that a red card needs to be issued for behaviour, this will need discussing with the relevant staff and the Head Teacher or the teacher in charge. School staff should also communicate with after school club to ensure that consistency can continue.

Behaviour such as disengagement in learning, homework not being completed does not warrant a red card – the teacher should find alternative strategies to engage and motivate the child in their learning.

Behaviour Outside of School Premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Searching and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Guidance is taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Searching

Before we screen or conduct a search of a pupil, we will consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate.

Head Teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - e-cigarettes;
 - fireworks;
 - pornographic images.

Only the Head Teacher, or a member of staff authorised by the Head Teacher, can carry out a search. The Head Teacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). If a child refuses to be searched then the parents will be contacted.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Conducting a Search

Before searching:

A search can be considered if the 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.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

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

If the pupil still refuses to co-operate, the member of staff will not use reasonable force to conduct a search but alternatively will contact the parents and ask them to come to school to conduct a search.

During a Search:

Where

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must 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.

Who

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

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

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

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search drawers and bags and other personal spaces at the school for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed and any items identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

After the Search:

If a pupil is found to be in possession of a prohibited item, then the staff member should alert the designated safeguarding lead (or deputy) they will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Recording Searches:

Any search by a member of staff for a prohibited item should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Head Teachers may also decide that all searches for items banned by the school rules should be recorded. Staff members should follow the school policy in these cases.

Schools are encouraged to include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Informing parents:

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Confiscation

Items found as a result of a search

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

Prohibited or illegal items

When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

Other substances which are not believed to be controlled should also be delivered to the police, or disposed of, if the member of staff believes they could be harmful.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also

sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Where a member of staff finds stolen items, the member of staff may return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In severe cases, the school may request the police are involved.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

Electronic Devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy). Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping Children Safe in Education.

Removal from the Classroom

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is different from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will allow for continuation of the pupil's education.

Removal from the classroom is a serious sanction and is only used once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We will inform parents on the same day if their child has been removed from the classroom. As with all disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

There is a difference between removal from the classroom due to unreasonably high level of disruption and removal for the non-disciplinary reasons e.g. where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Head Teachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

We are clear that we trust Head Teachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

We do not wish to suspend or exclude any child from school and only use it as a last resort when all possible support has been exhausted. Sometimes it may be necessary to suspend or exclude a child and therefore the school has adopted the DFE statutory guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

Use of Reasonable Force

To be read in conjunction with 'Use of reasonable force in schools'

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

At Uley C of E Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of reasonable force by staff. Our policy for use of reasonable force is based upon the following principles:-

- Reasonable force should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Reasonable force must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Head Teacher as soon as possible
- Parents will be informed of each incident.

The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following: -

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

Our approach

At Uley C of E Primary School we aim to avoid the need for use of reasonable force and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which use of reasonable force would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and sanctions, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and well-being. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Use of reasonable force

Reasonable force should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When reasonable force becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use reasonable force or intervention as a punishment

Actions after an incident

Reasonable force often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The Head Teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural My Plan, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from, other services.

In some circumstances a referral to Early Help may be appropriate to help identify an additional need for a particular child.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Use of Reasonable Force Form (Appendix 3). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

Complaints and Allegations

A clear use of reasonable force, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

There may be exceptional circumstances where the use of reasonable force may be exempt and in all circumstances, alternative methods should be used as appropriate with use of reasonable force as a last resort. In extreme cases where it is clear that actions are causing injury to his/herself or others, use of reasonable force will be used after other actions have been exhausted following the procedures above. Staff will not attempt use of reasonable force without another adult present.

Please also refer to:

The use of force to control or restrain pupils Guidance for schools in England

School Safeguarding Policy

Guidance for Safer Working Practice

Allegations Management

School SEN policy

Absconding Policy

The Role of Teachers and Staff

- Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Staff should also receive clear guidance about school expectations of their own conduct at school.

The Role of Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

To achieve this:

- Every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
- Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.
- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.
- Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture.

The Role of Parents

The role of parents is crucial in helping schools develop and maintain good behaviour.

- To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.
- If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- At the start of the school year, parents, teachers and pupils are asked to sign a home/school agreement, which states that the family will "support the school's policies and guidelines for behaviour".
- We aim to build a supportive dialogue between the home and the school, and we inform parents as appropriate if we have any concerns about their child's behaviour.
- Parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

The Role of Outside Agencies

The school liaises with external agencies, as necessary, to support and guide the progress of each child as appropriate to the individual needs of pupils.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of sanctions and behaviour, and of reviewing their effectiveness. This will be done through the Curriculum and Standards Committee and the Head Teacher's Report to Governors. The governors support the Head Teacher in adhering to these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and sanctions.

Reviewed biennially

APPENDIX 1

RED CARD FORM		
Child's Name: Year Group:	Date:	Member of Staff handing red card:
Reflective Questions • What happened? • What were you thinking at the time? And since? • Who has been affected? • How can we make amends? • How can we make sure this doesn't happen again?		
	Adult to complete	
Did the child have time to reflect?		
Was a yellow card handed to the child prior to the red card?		
Strategies put in place prior to the red card		
Reason for the red card		
	HT or member of staff to compete	
Comments/notes		
Parents informed?		
	Reflection after the red card by HT or member of staff	
Discuss (with child and staff) how behaviour has been since the red card.		
What did you (the child) do to make amends?		
What have you (the child) been doing differently to avoid receiving another red card		
Any other comments/notes		

APPENDIX 2

Uley C of E Primary School Monitoring Behaviour					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50 – 10.25am					
Break					
10.45 – 12.00Pm					
Lunch					
Afternoon					

APPENDIX 3

RECORD OF USE OF REASONABLE FORCE

Date of incident: Time of incident:

Pupil Name: D.o.B:

Member(s) of staff involved:

Adult witnesses to the use of reasonable force:

Pupil witnesses to the use of reasonable force:

Outline of event leading to the use of reasonable force:

Outline of incident of reasonable force (including reasonable force used):

Outcome of reasonable force:

Description of any injury(ies) sustained by injured pupil and any subsequent treatment:

Date parent/carer informed of incident:

Time:

By whom informed:

Outline of parent/carer response:

Signature of staff completing report: Date:

Signature of Teacher-in-charge: Date:

Signature of Head STS: Date:

Brief description of any subsequent inquiry/complaint or action:

Review History	
Autumn 17	
Spring 18	
Autumn 18	
Autumn 19	
Autumn 21	
Autumn 22	New DFE guidance
Autumn 23	

Key Stages 1 and 2

STOP 'N' THINK	YELLOW	RED
<i>Stop 'n' Think Cards:</i>  ✓ Your teacher will place this on your desk, if they can see you aren't showing green behaviours. ✓ You may need to take a moment to think on the thinking spot, in your classroom.	Repeatedly and after receiving stop and think and chances. Also adults to be examining the reasons 'why' behind the behaviour – SEMH- -colour monsters / zone of regulation, anxiety, something has happened in school or at home, work to challenging or not challenging enough? A subject the child does not enjoy. Have they received support? Do they need support? • Spoiling other children's entitlement to learn • Getting out of your seat. • Calling out after being asked to stop by an adult. • Pushing or shoving in line (including break times/ dinner times). • Running indoors (including corridors, classrooms and in the hall). • Refusing to work or working extremely slowly on purpose. • Not clearing up when asked to do so. • Throwing small objects to distract others but not to hurt them. • Poking, flicking or generally annoying other children. • Being disrespectful to adults or each other. • Hiding resources from children or adults. • Not being truthful and getting other people into trouble. • Persistently playing too rough and being dangerous. • Encouraging others to break the rules.	Repeatedly and after receiving a yellow card or, for one off serious incidents. Adults to examine and investigate to get a bigger picture before issuing a red card. Consideration to a child's emotional state needs to be given when issuing a red card. If a child's emotions have already escalated, these will need to de-escalate before talking the situation through with the child. • Hurting others physically by hitting, kicking, biting, punching, pushing, spitting, throwing items or verbally (with their words). • Bullying (either repeated mental or physical abuse). • Racist, sexist, homophobic or offensive/ inappropriate language. • Being defiant and ignoring a direct instruction from an adult. • Repeatedly disrupting lessons • Using bad language, swearing or inappropriate hand gestures. • Stealing from the school, teachers or other pupils. • Destroying my own work or the work of others. • Purposefully damaging school property or the property of others. • Not following our e-safety acceptable use agreement.

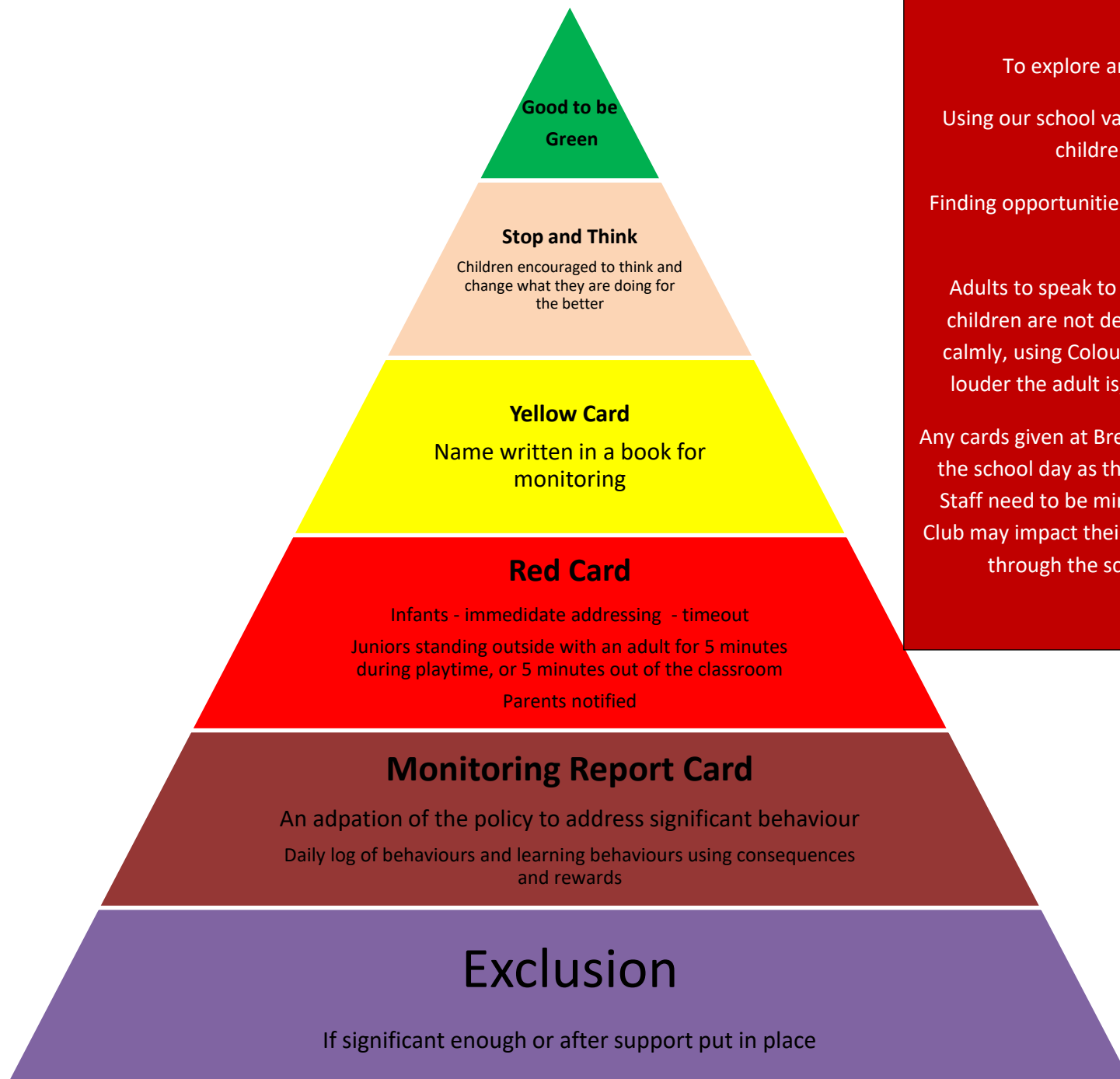
EYFS

Some children need extra support to enable them to behave appropriately. At all times we demonstrate a just and fair approach to regulating children's behaviour, endeavouring to build each child's self-esteem through praise and recognition of effort and appropriate behaviour. Additionally, we attempt to further every child's self-discipline by encouraging them to think for themselves, use their initiative and make responsible decisions (see 'Conflict Resolution' steps below).

If reminders of the acceptable ways to behave are ignored, there are occasions when consequences are required. These are only appropriate as a last resort and the child should first be given a clear understanding of the consequences of continuing with the behaviour. Consequences for young children must be immediate and short and at all times it is most important for staff to emphasise that it is the misdemeanour that they disapprove of not the child.

Conflict Resolution Strategies

- Approach calmly and with an open mind
- Get down to child's level
- Acknowledge their feelings 'I can see you are angry/sad/upset/annoyed'
- Gather information from both sides 'What's the problem?'
- Restate the problem 'So, the problem is.....'
- Find out what happened, listening calmly to both sides 'What happened?', 'Why/how did that happen?', 'How did that make you feel?', 'How would that make you feel?'
- Ask for the solution and choose one together
- 'I wonder what we can do to solve the problem/help you feel better?', 'What could you do to help?'
- Talk about the behaviour NOT the child. Think about wording, e.g., "you didn't use kind hands" rather than "your hands are not kind."
- Be prepared to give follow up support - keep an eye out for what happens next and give further support if required e.g., modelling language to use
- Follow up 'Has that helped?', 'How do you feel now?', 'What could you do next time?'



Always focusing on reflecting on behaviour and a restorative approach.

To explore any reasons behind the behaviour.

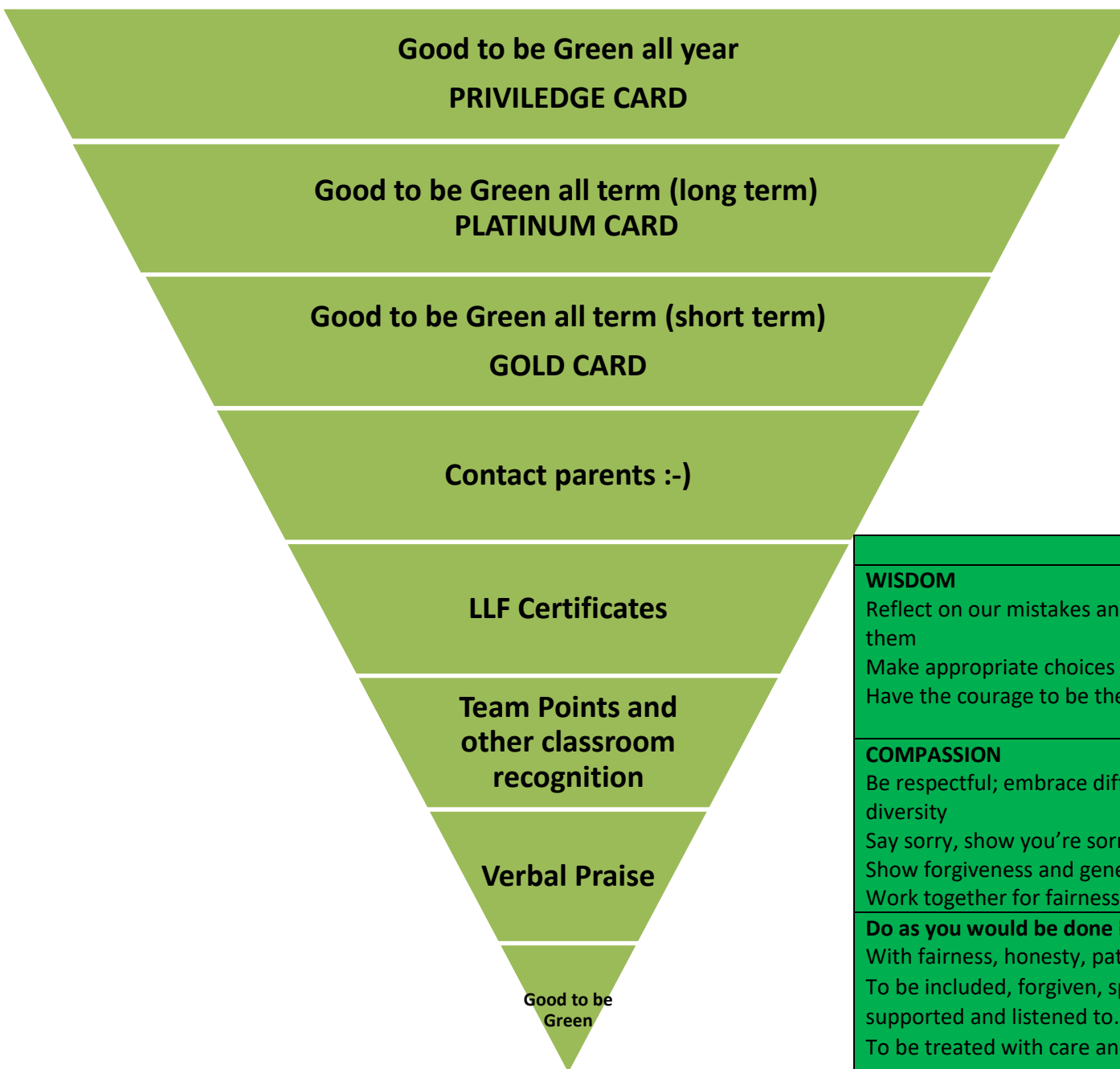
Using our school values / Good to be Green to recommend children that we what is expected.

Finding opportunities for praise and reward to counteract the negative behaviour.

Adults to speak to children in a respectful way even if the children are not demonstrating this at this time— on a 1-1, calmly, using Colour Monsters or Zones of Regulation. The louder the adult is, the further the situation can escalate.

Any cards given at Breakfast or Fun Club are kept separate from the school day as these are two different types of provision.

Staff need to be mindful that any consequence at Breakfast Club may impact their learning day and any consequence given through the school day, may impact on Fun Club.



Good to be Green	
WISDOM Reflect on our mistakes and learn from them Make appropriate choices Have the courage to be the best you can be	FRIENDSHIP Do as you would be done by Encourage, support and be proud of each other To serve one another Smile and be thankful
COMPASSION Be respectful; embrace difference and diversity Say sorry, show you're sorry Show forgiveness and generosity Work together for fairness	TRUST Be honest and just Believe in yourself – you can do it! Persevere on your journey, seek help from others
Do as you would be done by: How would I like to be treated? September 2025 With fairness, honesty, patience, tolerance, forgiveness and with trust and respect. To be included, forgiven, spoken to with manners and respect, and to be supported and listened to. To be treated with care and kindness.	