Lugwardine Primary Academy

Bartestree

Behaviour Regulation Policy

Last amended 9th April 2026

Subject to periodic amendment. To be reviewed in full no later than 5th March 2027

Approval of the Governing Body

This document is a statement of the aims, principles and strategies for:

Behaviour Regulation at Lugwardine Primary Academy

It has been agreed and is supported by the teaching staff and the governing body

Signatures:

Mrs K Lane Head Teacher : Kim Lane

Mrs C Long Chair of Governors: Clare Long

Lugwardine Primary Academy Purpose, Vision and Mission

Purpose

Lugwardine Primary Academy is here to develop respectful, resilient, kind and inquisitive children.

Vision

We enable students to reach and expand their potential by developing their learning behaviours, skills and mindset so they are able and willing to take on challenges and move outside their comfort zone.

Mission

At LPA staff are nurturing and provide the environment within which children are able to develop a growth mindset across all areas of the curriculum. Our structure curriculum ensures children are able to build on prior learning and experiences. Children are given opportunities in all areas of school life to develop as resilient learners who have the skills to be respectful and effective members of the community.

Key Values

Our values are embedded in our purpose. They are principles that guide our thinking and behaviour. Values play a key part in raising achievements and they encourage pupils to be emotionally intelligent, articulate learners. Our values support quality teaching and learning, while making a positive contribution to the development of a fair, just and civil society. Our school has four key values that we want our children to master. At LPA we want our children to be:

- **Respectful**
- **Resilient**
- **Kind**
- **Inquisitive**

At Lugwardine Primary Academy, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any

form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences.

Policy Statement

This policy was based on guidance provided by Herefordshire Local Authority and the work of Paul Dix, Behaviour Specialist. This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with a member of SLT.

Policy Scope

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils / students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos. Lugwardine Primary Academy treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Policy Aims

• To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members

• To help children develop a sense of worth, identity and achievement

• To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices

• To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving. We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

• Whole School and Class Assemblies: These cover areas such as 'Caring for Other', 'Anti - bullying week', How to be a good friend', 'Who to go to if you need help'. • Whole School days/weeks: Specific focus weeks are used to bring certain aspect a higher profile; these include: Respect Week; Anti Bullying Week; and Manners Week

• School Curriculum including RE

• High focus on teachers developing positive relationships with children

• Clear and consistent routines in classrooms, around the school and in the wider community

• High expectations from staff about conduct in class and around the school

• Clear pathways when behaviour causes a concern and positive reinforcement for good behaviour

Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school:

- **PSHE Education Policy**
- **Equality Policy**
- **Health and Safety Policy**
- **Safeguarding Policy**
- **E-safety policy**
- **Cyber-bullying policy**
- **SEND Policy Roles and Responsibilities All staff**
- **All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding.**
- **Shouting and shaming should never be used and is not tolerated.**
- **Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising.**

• Staff use the Key principles outlined in this policy to support the needs of all our pupils.

Teachers

Ensure parents are contacted when:

• a child is having ongoing issues

• there has been a significant issue. Where possible the teacher should do this to have the ongoing dialogue.

On some occasions a member of SLT will liaise with parents for significant one off issues. For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.

The Behaviour lead

• Lead the ethos of this policy

• Ensures the policy is implemented effectively

• Ensures effective training for staff

• Oversees the specific needs of pupils across the school

• Provides support to staff, pupils and parents as necessary

- Links with outside agencies to offer additional services
- Line manager for the learning mentors
- Ensures that all tracking and reporting of incidents and additional needs are up to date

Head Teacher

- Lead the ethos of this policy
- Is the only person authorised to exclude a child

Parents

- Inform the school of any concerns (Class teacher, phase leaders, AHT, HT)
- Have an open dialogue with the school
- Support the school when needing to get further support Governors
- Setting down these general guidelines on policy and of reviewing the effectiveness of this
- Duty to consider parents' representations about an exclusion

How the school supports staff well-being and reflection

At Lugwardine Primary Academy we recognise the link between emotions and learning. We provide emotional support for staff to help manage stress and secondary trauma. The

school's Staff Wellbeing Group meet regularly and has representatives from across the school staff team.

Principles of our School Behaviour Curriculum

At Lugwardine Primary Academy, we have 3 simple rules; 'Be Ready, Be Respectful and Be Safe'. We expect all adults and children to:

• Be ready to learn and work to the best of their ability

• Be Respectful of each other, showing kindness and consideration to all

• Be Safe and able to make good choices

In order for the rules to be followed and understood by all, adults at Lugwardine Primary Academy will;

• Embed and implement the school vision through all they do when dealing with children and acting as a role model.

• Treat each other with respect at all times, therefore providing a positive role model for the children and each other. • Support the school's Values, Vision and Aims which underpin this policy.

• Ensure a consistent and calm approach to and use of language for managing behaviour

- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all children, staff and parents
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally
- Promote the use of restorative approaches in place of punishments
- Promote children' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour
- Ensure our children are polite, happy and considerate of others' feelings
- Encourage our children to respect their own and others' property
- Foster good citizenship and self-discipline
- Encourage a positive, calm and purposeful atmosphere where children can learn without limits.

Adults will also use opportunities that arise to articulate British Values, Values Education and the PSHE curriculum to promote respect for self and others and to result in responsible behaviour and self-discipline.

Children at Lugwardine Primary Academy will:

- Understand that they are a valued part of our school community.

- **Be part of discussions as to what constitutes acceptable behaviour, leading to a clear understanding of their role and responsibility in achieving this across the school community.**
- **Treat everyone with the respect and care with which they want to be treated.**
- **Have high expectations of themselves.**
- **Accept responsibility for our own behaviour.**
- **Accept that everyone has the right to feel safe and secure during time spent at school.**
- **Accept that all children have a right to learn and teachers to teach, in an ordered and organised learning environment.**

Staff at Lugwardine Primary Academy – Consistent, calm adult behaviours

Strong relationships between staff and children are vital. Staff must be consistent with children and set firm boundaries and expectations at all times enabling children to feel safe.

Staff must be approachable and there to help, not merely discipline. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

At Lugwardine Primary Academy, we ask for all adults (staff, governors and visitors) to exemplify the following behaviours:

- Calmness
- Humour
- Empathy
- Consistency
- Reflective practice
- Catching students being positive
- Recognising and praising good conduct publicly (negative behaviours privately)
- Confident with a smile
- Aiming for ‘win/win’ situations
- De-escalation

The following behaviours are unacceptable and should be challenged if displayed by adults in our community:

- Aggression and/or Violence
- Shouting
- Negativity

- ‘Dis-regulation’
- Adults creating ‘power struggles’
- Humiliation

At Lugwardine Primary Academy, adults apply the following principles in all interactions with children:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

The language around behaviour should remain positive at all times. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave.

Rewards

- **Praise is important and helps to build self-esteem.**
- **Staff are encouraged to provide specific feedback for good learning, effort or behaviour.**
- **Positive learning, effort or behaviour should be shared with SLT, other teachers and classes**
- **All adults will look out for children whose behaviour goes 'over and above'.**
- **Staff will share positive feedback with the pupil's parents via emails/ notes home etc…**

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible…If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour'' **Paul Dix**

Relentless Routines

Children and adults respond well to clear routines. Having clearly defined rules, routines and rituals helps us remain consistent on 'difficult days' and provides security. Children feel safe and secure where there is predictability.

Children need to be taught about the routines so that everyone is clear of the expectations.

- **Establish the routine and run it through with the children first – do not assume children know how to behave. Share the rules of the classroom, giving them precise routines and rituals for different activities**
- **Ask questions to check their understanding of the routine – use positive language when drafting rules and routines; identify positive and negative behaviours**
- **Teach the routines for formal learning activities eg: independent work, group work, paired talk, discussions etc… and informal activities eg: entering the classroom, tidying, answering questions**
- **Show them where the routine can be found**
- **Catch learners doing the right thing – use acknowledgement and positive reinforcement to imbed the rules, routines and rituals.**
- **Connect their behaviour back to the routine**

- **Consider making a tally next to the routine of how many times you have caught the class doing the right thing**
- **Celebrate the success of the class in following the routine.**

Recognition and Appreciation

At Lugwardine Primary Academy, we firmly believe that every pupil has the right to be noticed and appreciated. Certificates will be given each week to children who have shown one of our values. Teachers will ensure that all children in the class receive a certificate over the course of the year.

Each pupil when they join the school are allocated a House Team. When spotted demonstrating positive behaviour or putting in super effort, a pupil will be awarded a dojo point for their House.. At the end of the year, the winning House will be awarded the House Cup.

In addition to this, each class will have a 'marble' jar. As a class, children and adults will decide on a specific area that they would all like to improve and the reward for achieving it. This will link to our rules of Be Ready, Be Respectful and Be Safe. It will be specific to their class and will be something that every pupil can work on, for instance, not shouting out,

working quietly, not fiddling with pencils etc… Children will fill the jar with marbles as they achieve their goal.

Difficult Conversations

At Lugwardine Primary Academy, we endeavour to avoid lengthy discussions around behaviour and deal with the majority of incidents in class with quick interventions. For those behaviours that cannot be addressed within the classroom, we use the model of REMINDER – REDIRECTION- COOL OFF - REFLECTION

Scripts and support strategies

30 second intervention

- **Gentle approach, personal, non-threatening, side on, eye level or lower.**
- **State the behaviour that was observed and which rule/expectation/routine it contravenes.**
- **Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.**

- **Walk away from the learner; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later.**

Re-focus pupil – Pupil's Name, I would love to see that work when you are done.

Direct an adult or give extra support (staff presence for the pupil/ containment) "Staff member, could you see if pupil's name needs help making a choice?"

Offer of support – "Are you okay, do you need anything"

Wondering question – "Pupil's name, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you."

Cue name – "Bob – all okay?"

Distraction/ Redirection: "Pupil's name– please pop next door and ask Miss if I can borrow a xxx – Thanks."

Nip in the bud: "Pupil's name, you're talking and we are working quietly in this lesson."

Name the need: You're very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week.

REMINDER > REDIRECTION > SPACE TO COOL OFF>REFLECTION

This model can be adapted depending on the age of the children

Playground Behaviour

At Lugwardine Primary Academy, we expect the behaviour in the playground to be the same as the behaviour in the classroom. The behaviour of all adults should also remain the same with a calm and consistent manner. Our rules of Be Ready, Be Respectful, Be Safe should be embedded in all areas of school life.

REMINDER > REDIRECTION > SPACE TO COOL OFF>REFLECTION

The SPACE TO COOL OFF will initially be on an allocated bench in the playground and then if necessary, with a member of SLT.

It is key that all members of staff are involved with the restorative follow up.

Reflection Time

Reflection time will be used where a pupil consistently makes poor behaviour choices during a lesson. This will take place at lunchtime on the same day as the incidents or the following day if the incidents occur in the afternoon with a member of SLT. Reflection time will be followed up with a restorative conversation. Incidences such as these will be logged on CPOMS with the outcome of the restorative conversation logged as well. Parents will also be notified.

Restorative follow up

The focus of our behaviour interventions is to allow the children to be emotionally ready to return to their learning. A restorative conversation needs to take place between the pupil and their teacher at the earliest opportunity. A member of SLT can help facilitate this.

Once the pupil is calm and focussed you can lead them through the following restorative script.

Our response to inappropriate behaviour.

Gentle approach > use pupil's name > down to pupil's level > make eye contact > deliver message > walk away

REMINDER (reinforce 3 rules, privately if possible):

I noticed you chose to … (state the noticed behaviour).
This is a REMINDER that we need to be … (state relevant rule).
You now have the chance to make a better choice.
Thank you for listening. (Give the pupil 'take up time' and DO NOT respond.)
Example - 'I notice that you're running. You are breaking our school rule of being safe. Show me sensible walking. Thank you for listening.'

REDIRECTION:

I noticed you chose to … (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

(Insert pupil's name) … if you choose to break our school rules again, you leave me no choice but to ask you to move to … / go to the quiet area / thinking mat, etc.

Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

Thank you for listening. (Give pupil 'take up time' and DO NOT respond.)

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

SPACE TO COOL OFF:

In classroom I noticed you chose to … (state the noticed behaviour). You need to … (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes. Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

- **5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.**
- **Pupil to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.**
- **If behaviour improves, return to class. If not or if pupil refuses, move to Step 4. For regular occurrences:**
- **Discussion with SLT and/or SENCO: consider Specific Behaviour Intervention.**

In another class
I noticed you chose to … (state the noticed behaviour). You need to go to … (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.

DO NOT describe the pupil's behaviour to other adults in front of the pupil

Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Mrs Duffy's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'

- **Pupil escorted to designated colleague / follow up to check pupil has arrived.**
- **Remainder of lesson working alone without causing further disturbance.**
- **Possible removal of privilege / playtime.**
- **Teacher must provide work / activity for the pupil to complete and communicate this to colleague.**
- **If behaviour improves, return to class. If not or if pupil refuses, move to Step 5.**

For regular occurrences:

- **Discussion with Phase Lead and/or SENCO: consider Behaviour Intervention and/or additional support.**
- **Begin monitoring to identify areas of concern / possible causes/ appropriate targets.**
- **Parents contacted by teacher to inform them that behaviour is a cause for concern.**

With a member of SLT
I noticed you chose to … (state the noticed behaviour). I will now contact … and you will need to go to … / with them (tell the pupil who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.

DO NOT describe the pupil's behaviour to other adults in front of the pupil

Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mr Jones and you will need to complete your learning outside his office. I will come and speak to you at the end of the day. Thank you.'

- **Pupil escorted to / collected by appropriate adult.**
- **From remainder of lesson through to a half day working alone without causing further disturbance.**
- **Possible removal of a privilege / playtime.**
- **Teacher must provide work / activity for pupil to complete as soon as possible after removal. For regular occurrences:**
- **Discussion with Phase Lead / SENCO / Head Teacher as appropriate.**
- **Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.**

- **Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside pupil, reduced school day, etc.**
- **Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.**

Inclusion - Supporting Children with Additional Needs

As a school we recognise each pupil as an individual and as such, there will be a small number of children who have specific individual needs for whom this policy is not wholly appropriate. In such cases, class teachers who know your children well will exercise their professional judgement in order to manage children' behaviour in line with their needs and stage of development.

Children with Special Educational Needs (SEND) may have specific triggers that are displayed as misbehaviour. At Lugwardine Primary Academy, we ensure that all staff working with these children are aware of any recognised triggers so that appropriate support can be provided.

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of Child on Child abuse within our school and beyond.

Our school recognises that children are vulnerable to, and capable of, abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child will not be tolerated or passed off as part of "banter" or "growing up" and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We recognise that Child on Child can manifest itself in many ways such as:

- **Pupil Sexual Exploitation**
- **Sexting or youth produced digital imagery.**
- **Bullying • Radicalisation**
- **Abuse in intimate relationships**
- **Children who display sexually harmful behaviour**
- **Gang association and serious violence (County Lines)**
- **Technology can be used for bullying and other abusive behaviour.**

We will support and listen to all of the children involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour. The response to each incident should be proportionate. For example, we might address a 'lower-level' incident such as a sexist comment through education, our curriculum and the way our school promotes respect. The use of exclusion from school will only in the most severe cases, for example if the police recommend we exclude a child after an incident of sexual assault. We will balance the importance of safeguarding other children with the need to support, educate and protect the alleged perpetrator(s). We will gently but firmly condemn the behaviour, not the child. The DSL will have a plan in place to help the alleged perpetrator(s) modify their behaviour – this may involve counselling or clinical care.

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). We will listen and take the wishes of the victim(s) into account and that their wishes will inform our response, but the DSL will make the final decision. Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation. Incidents of such behaviours will

need to be handled with reference to other policies in school such as the Anti-Bullying Policy and Child Protection Policy.

Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
The school will also consider the pastoral needs of staff and pupils accused of misconduct All incidents will be recorded.

Dealing with Prejudice

The school adopts a zero-tolerance approach to prejudice and will always challenge the use of prejudice language or actions where these are clearly intended to cause offence.

• A first offence will involve a constructive discussion with the class teacher to clarify why the pupil's behaviour is offensive and therefore unacceptable. Parents will be informed that this discussion has taken place with the expectation that the same messages will be reinforced at home. At this stage it is our sincere hope that the home/school partnership will succeed in ensuring that there is no repeat of behaviour of a prejudice nature

• A second offence will result in the pupil being removed from the classroom (learning in another classroom). Parents will be informed, and the next step made clear should a further incident occur

• A third offence will result in the pupil being sent to a senior leader to explore their reasons for their continued prejudice behaviour. This discussion will be followed by a period where the pupil is removed from the class to allow time to reflect on their actions. At this stage parents will be informed that any further incidents are likely to result in further disciplinary action and the involvement of outside agencies.

Safeguarding

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

At Lugwardine Primary Academy, we know our children well and 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 pupil protection and safeguarding policy in line with Keeping Children Safe in Education, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Mobile phones

Children are not permitted to use mobile phones while within the school grounds. Children who walk home on their own are able to bring mobile phones to school but these should be given directly to the office or the class teacher who will return them at the end of the day. Phones will be signed in and out each day.

Extreme Behaviours

Some children may exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. For these children our focus is building strong, healthy attachments. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a pupil may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only.

The school will record all incidents of extreme behaviour on CPOMS.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Confiscation In the first instance, pupils will always be asked to hand over or remove any "prohibited items" from their own belongings and give to a member of staff. However, staff may search pupils' bags, drawers or lockers if they believe they contain prohibited items, including:

• Knives, weapons or sharp implements that may cause injury (to themselves or others) Alcohol/drugs/tobacco items
• Items believe to be stolen items
• Fireworks
• Inappropriate or sexualised images

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 above). This will always be carried out by an authorised member of staff and another staff member.

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 may be carried out by a single authorised member of staff, however this will be a last resort.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system - CPOMS.

Informing parents

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

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

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.

Persistently Unacceptable Behaviour

Following all steps in this policy will result in the careful monitoring of all children's behaviour. The principle is therefore that any unacceptable behaviour can be the subject of early intervention and early involvement of parents/carers. This will involve a behaviour plan/ pastoral support plan being written, involvement from the Inclusion Officer from Herefordshire Council and could involve the behaviour team from Brookfield School.

Removal

In exceptional circumstances it may be necessary to place a disruptive pupil in an area away from other children for a limited period, known as removal. This is differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a member of staff and asked to return following this. As with all other disciplinary penalties, school must act reasonably in all the circumstances when removing a pupil. Any use of removal that prevents a pupil from leaving a room of their own free will, will only be considered in exceptional circumstances, and any decision will only be taken in order to ensure the health and safety of children, or any requirements in relation to safeguarding and pupil welfare.

Suspension and permanent exclusions

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

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

Exclusion

In exceptional circumstances the Headteacher, following the guidance mentioned below, may decide to exclude a pupil, either on a fixed-term or permanent basis. The DfE list of Reasons for Exclusion will be used as a guide, and includes:

- **Physical assault against a pupil: fighting, violent behaviour, wounding, obstruction and jostling**
- **Physical assault against an adult: violent behaviour, wounding, obstruction and jostling**
- **Verbal abuse/threatening behaviour against pupil or adult: threatened violence, aggressive behaviour, swearing, verbal intimidation**
- **Persistent disruptive behaviour: challenging behaviour, disobedience, persistent violation of school rules**

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'.

‘The use of exclusion should reflect the importance of good behaviour for the education and welfare of all children. In considering whether to exclude a pupil, headteachers should weigh up the seriousness, or persistence, of the pupil’s behaviour, together with the impact of not excluding the pupil on the school as a whole and the integrity of its behaviour policy. Whilst every effort should be made to identify children at risk of exclusion, and to put in place strategies to address problematic behaviour, adopting a blanket approach of never excluding children may undermine the school’s ability to maintain discipline.

Where a school has concerns about a pupil’s behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should consider requesting a multi-agency assessment that goes beyond the pupil’s educational needs. They should also consider whether alternative provision would help improve the pupil’s behaviour.’

It is for the Headteacher to decide whether a pupil’s behaviour warrants permanent exclusion, though this is a serious decision and should be reserved for:

- **a serious breach, or persistent breaches, of the school's behaviour policy; or**
- **where a pupil’s behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.**

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. Our high expectations apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- **Wearing school uniform.**
- **Travelling to or from school.**
- **Taking part in any school-related activity.**
- **In any way identifiable as being a pupil at the school.**

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- **Could negatively affect the reputation of the school.**
- **Could pose a threat to another pupil, a member of staff at the school, or a member of the public.**
- **Could have repercussions for the orderly running of the school.**

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.
Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Parents

Parental involvement is welcomed and encouraged at Lugwardine Primary Academy and we will seek their support in understanding and reinforcing the language used at school and share in the concerns about standards of behaviour. In turn, staff at school will support the family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor incidents.

Monitoring & Evaluation

The Headteacher and SLT will monitor the effectiveness of the policy at least once a year and report back to the Governing Body. SLT will also monitor the visible consistencies around the school and the use of language and personal follow-up.