THE RACKHAM

C OF E PRIMARY SCHOOL

Promoting Pro-Social Behaviour Policy

Policy Number: STAT 020

Date: September 2026

The Rackham C of E Primary School and Pre-School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the vision and values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Mobile phones in schools - GOV.UK
- Behaviour in schools - GOV.UK

In addition, this policy is based on:

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

Definitions

At The Rackham C of E Primary School, our Christian vision and values underpin everything that we do.

Our School Christian Vision:

Therefore encourage one another and build each other up.

1 Thessalonians 5.11

Our Core Christian Values

Faith, hope and love.

Our Guiding Principle

Working together to be the best we can possibly be.

Through the embedding of our Christian vision and values, we also encompass the fundamental British values and explicit teaching of our pupils behaviour and emotional literacy, so ensuring everyone can work together to be the best they can possibly be.

Some elements of Cambridgeshire Therapeutic Thinking are utilised at The Rackham when deemed appropriate.

This policy applies throughout the school, including in Reception classes and pre-school.

Core Beliefs of The Rackham about behaviour:

- Behaviour can change and every child can be successful;
- Behaviour can be described as pro-social and anti-social;
- Pro-social behaviour can be actively taught;
- Positive, targeted praise is more likely to change behaviour than blaming or punishing;
- Reinforcing pro-social behaviour helps children feel good about themselves;
- Children need to feel supported in their efforts to change behaviour and fear does not achieve this;
- Understanding each child's needs and their individual circumstances helps us act in the fairest way possible for that child, at that moment;
- Adult behaviours create children's responses and behaviours, and it is the everyday habits of adults, that provoke a change in pupil's behaviour.

Pro-Social behaviour is defined as:

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society
- Creates helpful feelings in self and others.

Anti-social behaviour is defined as:

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of others.
- Creates unhelpful feelings in self and others.

Anti-social behaviours:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Repeated breaches of the school rules (Be ready; Be respectful; Be safe)
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
    - Vandalism
    - Theft
    - Fighting
    - Misogyny
    - Smoking
    - Racist, sexist, homophobic or discriminatory behaviour
    - Possession of any prohibited/banned items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of The Rackham's approach to preventing and addressing bullying are set out in our anti-bullying strategy:

Policy Library | The Rackham C of E (VC) Primary School (rackhamprimaryschool.com)

5. Roles and responsibilities

The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (Appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following anti-social behaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Pupils

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

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

- The pastoral support that is available to them to help them meet the behaviour standards

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Our Core School Rules:

Be ready

Be respectful

Be safe

6. School behaviour curriculum

Emotional Literacy:
When children have limited emotional literacy, they find it impossible to identify how they feel nor can they explain how they feel. A child who cannot identify how they feel or explain feelings will be unable to empathise with others and their lack of emotional literacy will manifest as anger. At The Rackham we have devised a traffic light system.

🟢 Green Zone (Optimal State): Feelings like happy, calm, focussed and ready to learn.

This is the ideal state for a classroom setting.

🟡 Amber Zone (Heightened Alertness): Feelings like frustrated, anxious, excited or silly.

The child still has some control but emotions are elevated.

🔴 Red Zone (Intense Emotions): Feelings like angry, terrified, elated, or overwhelmed.

This represents a loss of control and an inability to access learning

🔵 Blue: (Low Energy): Feelings like sad, tired, bored or sick/unwell.

The body and mind are operating at a slow pace, requiring rest or comfort.

Each child has access to their own lanyard with the traffic light colours on, as do adults. Children start by using the colours to identify how they are feeling. This helps support a discussion between adults and pupils to more carefully understand what has prompted them to feel that way.

All emotions are okay however it is how we as humans respond to them which is the difference between pro-social and anti-social behaviour.

The Rackham C of E Primary utilises My Happy Mind to teach children about their emotions plus access via PSHE lessons in the curriculum.

Immediate ways to recognise positive behaviour

At The Rackham C of E Primary School, our key principle for positive behaviour management is to build intrinsically motivated learners, who are committed to achieving well for their own growth, not necessarily for a materialistic reward or prize.

We acknowledge that intrinsic behaviour is learnt and so we do utilise extrinsic rewards to foster a feeling of self-worth and pride as the basis for increased opportunity for positive experiences directly related to pro-social decisions our pupils have made.

Methods for recognising positive behaviour include:

- Verbal recognition e.g. 'Wow, thank you for doing ..., that was so respectful' ;
- Sharing directly with parents at the end of the day, through a phone call or email;
- Notifying a member of the Senior Leadership Team;
- A 'marble in the jar' in each classroom to acknowledge positive moments in the day.
- As a school, from September 2024, we use Trackit Lights to monitor behaviour. All behaviours are logged on the Trackit Lights platform. The Trackit Lights colour code matches the emotional literacy code and is easily accessed by pupils. When a child or group of children exhibit pro-social behaviours, they are awarded a green Trackit Light.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions for anti-social behaviour when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

Responding to behaviour

The Trackit Lights platform is used to log both pro-social and anti-social behaviours.

Guidance on what constitutes pro-social behaviour is shared with pupils and on display in all classrooms.

Pro-Social Behaviours	First warning	Second warning	Anti-Social behaviours
Joining in/contributing well	Ignoring instruction	Ignoring instructions	Persistent negative behaviour following 2 warnings
Focussed on learning	Talking	Talking	Dangerous behaviour (unsafe)
Lining up appropriately	Not on task	Not on task	Bullying
Active listening	Negative attitude	Disrespectful	Disrespectful to adults
Being safe	Distracting others	Negative attitude	Threatening behaviour to another child
Being respectful	Not ready/late	Distracting others	Damage to school property
Being ready	Disrespectful	Not ready/late	Racist language
Helpful	Other	Other	Swearing
Super Star award			Misogyny
Demonstrating MHM attributes			Homophobic
Other			Sexism
Sunshine award			Disability or SEND related
Sitting on chair appropriately			Body shaming
Being phenomenal			Social class
Great effort!			Sexual harassment
Being a good friend.			Other
Excellent etiquette			
Well done for taking part.			

Mobile phones

Pupils are not permitted to bring mobile phones or equivalent smart devices into school unless prior agreement has been given by the Headteacher in accordance with the school's Mobile Phone Policy (SCH 025). Where permission is granted, the device must be handed into the main office on arrival, stored securely throughout the school day and collected before the pupil leaves the school site. Pupils must not access or use the device until they are off the school site. Any breach will be managed in accordance with SCH 025 and this Behaviour Policy.

Where a pupil brings a mobile phone onto the school site without permission:

- The phone is handed into SLT
- Protocol followed as outlined in the school's SCH 025 Mobile Phone Policy

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum and their own classroom rules as a day to day interpretation of the school rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting pro-social behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level anti-social behaviour
- Using positive reinforcement

Safeguarding

The Rackham C of E Primary School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information Policy Library | The Rackham C of E (VC) Primary School (rackhamprimaryschool.com).

Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

Verbal praise

- Communicating pre-social behaviours to parents and carers via the Trackit Lights app
- Positions of responsibility such as pupil Ambassador roles or being entrusted with a particular decision or project
- Whole class or year group rewards, such as a popular activity with eg a full set of marbles in the jar

- All pupils at The Rackham are allocated a house on arrival. Trackit Lights transfers pro-social 'green' Trackit Lights into house points. House point total are shared with pupils every Friday to foster a sense of teamwork and shared aim of pro-social behaviour.

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, are used to help prevent further behaviour issues arising.

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

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

The school may use one or more of the following sanctions in response to anti-social behaviour:

- verbal reminder of the expectations of behaviour;
- Requesting support from an additional adult so the pupil can leave the classroom and take part in a conversation with the additional adult. The purpose is to understand why the pupil demonstrated anti-social behaviour and give opportunity to be reminded of appropriate pro-social behaviours to utilise in the future;
- Setting of written task or drawing to describe how the incident occurred. This helps the adult and pupil understand the reasons for their anti-social behaviour. This is followed by a restorative conversation focussing on pro-social strategies that could be used if the same challenging situation was faced again.
- Use of Indoor Lunchtime Club lunchtime so the pupil can take part in a restorative conversation with an adult
- Referring the pupil to a senior member of staff
    - Letter or phone call home to parents/carers
- Removal of the pupil from the classroom
- Suspension (please see appendices and DFE guidance)
- Permanent exclusion, in the most serious of circumstances (please see appendices and DFE guidance)

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

Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to the Headteacher (DSL) and recorded on My Concern as well as reported to parents or carers

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

Searching, screening and confiscation

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

Confiscation

Any prohibited items, found in a pupil's possession, because of a search will be confiscated. These items will not be returned to the pupil.

Possession of any prohibited/banned items.

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

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

Searching a pupil

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

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

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

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and the Headteacher (DSL), and make sure a written record of the search is logged on My Concern.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or DDSL) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

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

If they still refuse to co-operate, the member of staff will contact the Headteacher or member of the Safeguarding Team to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Drawers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the Designated Safeguarding Lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Strip searches

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

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

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

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

Communication and record-keeping

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

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site anti-social behaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

Online anti-social behaviour

The school can issue behaviour sanctions to pupils for online anti-social behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher (DSL) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence
The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the Police

Please refer to our child protection and safeguarding policy for more information Safeguarding | The Rackham C of E (VC) Primary School (rackhamprimaryschool.com)

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy Safeguarding | The Rackham C of E (VC) Primary School (rackhamprimaryschool.com) for more information on responding to allegations of abuse against staff or other pupils.

Removal from classrooms
In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by either a member of SLT or a Teaching Assistant or HLTA and will be removed for the shortest appropriate period, subject to regular review by the Headteacher. After this period of time there will be a discussion between the Headteacher and the member of staff supporting to determine if the child has responded to this bespoke support and it is safe for the child and their peers for them to return to their classroom.

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

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

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

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

Suspension and permanent exclusion

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

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

Responding to anti-social behaviour from pupils with SEND:

Recognising the impact of SEND on behaviour

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

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

When dealing with anti-social behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will consider its legal duty when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of anti-social behaviour, and put in place support to prevent these from occurring.

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

At The Rackham C of E Primary School we support our SEND pupils and their engagement in class and promotion of pro-social behaviours:

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

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

Pupils with an Education, Health and Care (EHC) Plan
The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

The Rackham would raise the need for an emergency review with Cambridgeshire SEND Services and our Link Practitioner plus LA Inclusion Lead.

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

- Following suspension, a reintegration meeting will be held where the pupil and their parents or carers will be invited;
- Where appropriate, a Predict, Prevent and Progress document will be shared along with a Risk Assessment;
- Contact with the Headteacher, SLT and Pastoral Lead to support the child on their return.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Parents and carers will be given a Trackit Lights log in so they can monitor their child's pro-social behaviours.

Preparing outgoing pupils for transition
To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

Staff members hold transition meetings with the current teacher to share information about each child to ensure smooth movement and understanding of specific needs and provision to be in place.

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

Training
As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Trackit Lights.

Behaviour management is also part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour
The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every week by the Headteacher and reported to all staff in the weekly update; half termly and reported to the Governing Body.

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

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

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

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of the Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- SEND policy
- Exclusion and suspension policy
- Mobile Phone Policy September 2026
- Online Safety Policy September 2026

Appendix 1: Written statement of behaviour principles at The Rackham C of E Primary School:

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

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

Appendix 2: Staff training log

NB This is kept on My Concern

Training received	Date completed	Trainer / training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: behaviour log

NB Behaviour logs at The Rackham C of E Primary School are recorded on Trackit Lights and can be interrogated by filtering to identify eg Protected Characteristics.

Red behaviours are automatically imported to My Concern. Trackits are also imported into Insight.

Logs include:

- Pupil's name
- Pupil's know protected characteristics
- Name of staff member reporting the incident
- Date
- Where the incident took place
- When the incident took place eg before school, after school, lunchtime, breaktime
- What happened
- Who was involved
- What actions were taken including any sanctions
- What is the follow up action needed, if any give details
- Who has been informed of the incident

Appendix 4: Templates for letters or emails to parents or carers about pupil anti-social behaviour following the first red where the class teacher made initial contact. ***This wording is sent to parent or carer after a cycle of THREE red Trackit Lights and restorative conversation.***

First behaviour wording

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today.

[Insert brief description of the behaviour incident].

As you will appreciate, this behaviour does not adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Parent/carer signature:

Date:

Appendix 5: Second behaviour wording. ***This wording is sent to parent or carer after a cycle of FIVE further red Trackit Lights and restorative conversation.***

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our Behaviour Policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Appendix 6: Third behaviour wording. ***This wording is sent to parent or carer after a cycle of FIVE further red Trackit Lights and restorative conversations.***

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. if the school feels it is appropriate, Predict, Prevent, Progress], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our Behaviour Policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the Headteacher, the Special Educational Needs Co-Ordinator, Pastoral Lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Appendix 7: Protective Consequence wording. ***This wording is sent to parent or carer whenever ONE red Trackit Light and restorative conversation has occurred.***

Dear Parent/Carer,

I am writing to inform you that [insert pupil's name] took part in a protective consequence on [insert date] at [insert time].

The reason(s) for this are set out below.

Insert a brief description of the behaviour incident that led to the need for the protective consequence here.

[Name of child] spent lunchtime at Indoor Lunchtime Club where there was opportunity to talk through the earlier incident through a restorative conversation.

The conversation covered what pro-social behaviour choices they had and what steps they can take moving forwards to utilise them so avoiding any future anti-social behaviour.

[List steps discussed in the restorative conversation as logged on Trackit Lights.]

If you would like to discuss this matter with me, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

Protective consequence message wording. Request for response from parent or carer.

Please reply to this message to confirm you have receipt. Thank you.

Name of child:

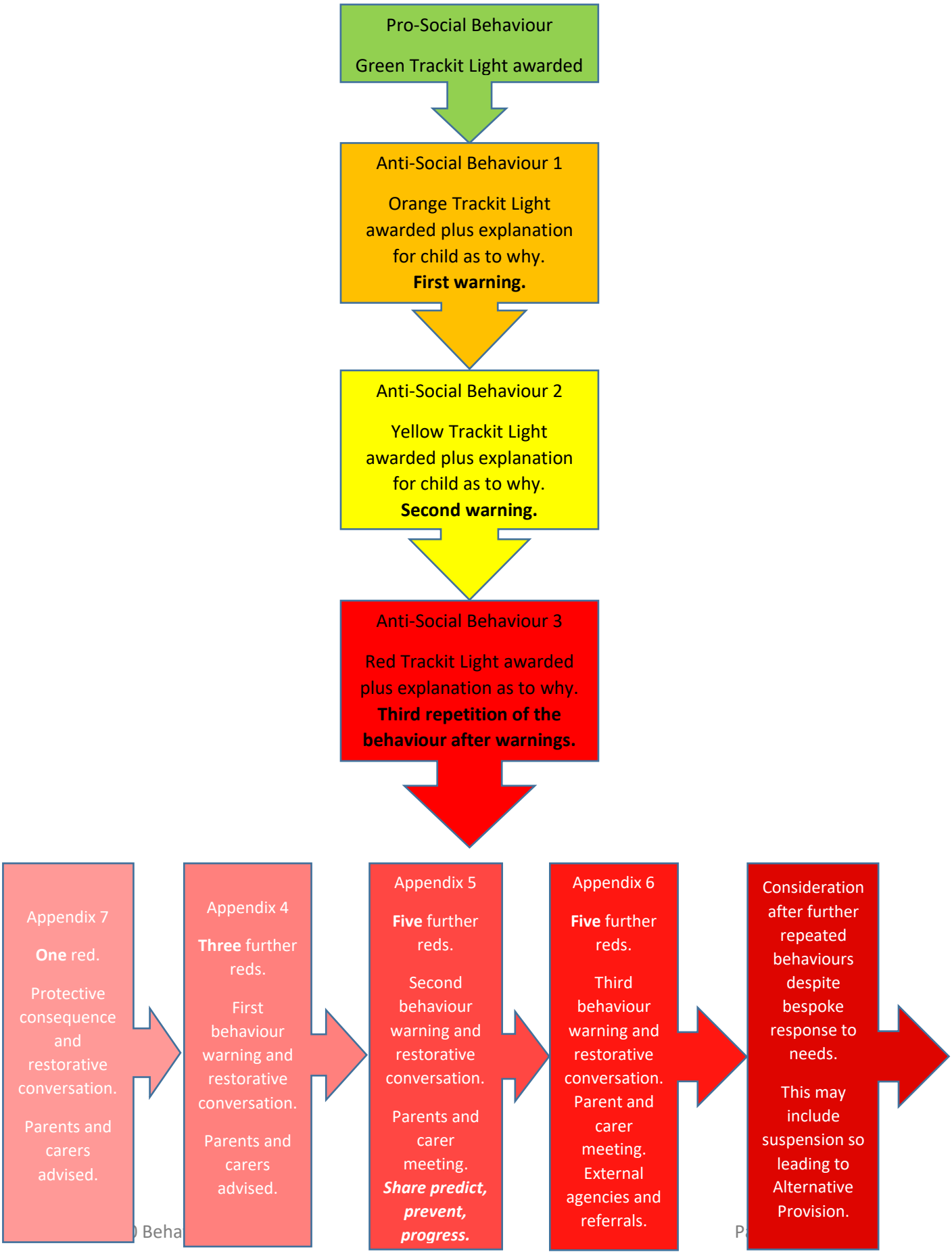
Parent or carer name:

Parent or carer signature:

Date:

THE RACKHAM
C OF E PRIMARY SCHOOL

Appendix 8: Flow chart identifying when communication is sent to parents or carers



This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

Approved and signed by:

Headteacher

Signed:

Date: September 2026

Chair of Governing body

Signed:

Date: September 2026

Suspension and exclusions:

The Rackham has adopted the DFE Suspensions and Exclusions Guidance 2026

Please see as attached appendix.