



Behaviour Policy (Including Anti-Bullying)

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Version History

Date	Author	Version	Comment
September 2023	RC / JH		Reviewed – Added guidance (from DfE) re searches of pupils (if applicable) –
September 23	LC		Add in references to 'Safe Space'
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Sept. 2025	LC		Updated school routines and shared language
Sept. 2025	KT		Updated SEND information

1. Policy Overview

Within our academies, high standards of behaviour are expected from all pupils. A positive working environment is essential for positive relationships and members of staff should lead by example.

This policy applies to pupil behaviour whether the pupil is on the academy site, outside of the academy site or outside of the school day. The academy will take appropriate action where a pupil's behaviour falls below the expected standards.

Policies and practice promote an environment conducive to learning and ensuring high achievement for all young people, irrespective of their differing needs. Children are asked to:

- Arrive in the academy and at lessons punctually and be prepared to learn.
- Bring appropriate equipment such as: PE kit and reading books and any other necessary equipment
- Wear the academy uniform correctly.
- Be polite, courteous and respectful to everyone on the academy site and to comply with reasonable requests or instructions made by staff on the first time of asking.
- Complete any task reasonably assigned to them in connection with their education.
- Have regard for their own safety and that of others.

This policy is to be read in conjunction with the following guidance:

- [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [technical-guidance-schools-england.docx \(live.com\)](https://live.com) (Under update review)
- [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Links with other policies:

- Safeguarding and Child Protection Policy
- Anti bullying policy
- SEN Policy
- Positive Handling Policy
- Exclusion Policy

2. Aim

We aim to offer a happy, well-organised, positive and stimulating environment where children will work purposefully, where effective learning can take place and where children demonstrate good social and learning behaviours.

This behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

We aim for the children to develop the following:

- Respect for oneself, others and property.
- Positive self-esteem.
- Co-operation and collaboration.
- Care for others.
- Self-discipline.
- Self-motivation and resilience.
- Independence.

3. Objectives

- To ensure a common policy concerning behaviour that will generate positive consistent approaches amongst staff.
- To examine and reaffirm the importance of PSHE/citizenship and other areas of the curriculum as a vehicle for positive behaviour.
- To ensure regular and consistent use of the expectations throughout each academy.
- To develop strategies to support pupils showing challenging behaviour.
- To challenge and address any form of bullying (including cyberbullying, prejudiced-based and discriminatory bullying).
- To work in partnership with parents to inform and offer support with regard to any individual behaviour difficulties.

4. The Classroom Environment

Disruptive behaviour affects both the teacher and other children. As recognised in the Special Educational Needs and Disability Code of Practice (January 2015), poor behaviour may be a result of unmet needs and the class teacher will, with support from other staff in the Academy, implement strategies to provide the necessary support to the pupil. Reasonable adjustments will also be made to support pupils with SEND.

Adjustments to behavioural expectations may be made for any pupil, who needs additional support with their behaviour choices. These may be temporary or permanent depending on the individual circumstances of the pupil. Where possible, these adjustments are made proactively and by design to ensure all pupils can meet behavioural expectations. For example, a pupil new to the school may need time to settle into new routines and expectations, or a pupil who is experiencing a bereavement etc.

Low-level disruptive behaviour can be influenced positively by effective classroom management techniques.

Positive Influences

- Structured and well-prepared activities taking place in a friendly atmosphere and pitched at an appropriate level.
- Courteous and respectful interactions with pupils making use of pleasant humour.
- Clear messages of enjoyment about being with the group.
- Creating space and “play” opportunities for individual children where appropriate.
- Giving children opportunities to explore feelings, make choices, clarify values and work collaboratively.
- Considering furniture layout, groupings, pace of lessons and challenging tasks.
- Avoiding stereotyping, especially stereotyping children as troublemakers.
- Being aware of home circumstances and values.

Negative Influences

- Loud use of public reprimands and threats.
- Constant use of criticism and sarcasm.
- Aggressive reaction to minor incidents which increases the likelihood of major confrontation.
- Being unjust or inconsistent.

5. The Role of the Class Teacher

The class teachers have high expectations of our children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the Special Educational Needs Co-ordinator (SENCO) discuss the needs of a child with their Social Worker.

6. The Role of the Principal

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently and to report to the Academy Improvement Committee, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Principal has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.

7. The Role of Parents and Carers

We collaborate actively with parents and carers, so that children receive consistent messages about how to behave both at home and at school.

We try to build a supportive dialogue between home and school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If we have to use reasonable sanctions to address any behaviour concerns with a child, we expect parents and carers to support these actions. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the Principal to discuss the issues involved. If parents or carers wish to complain further about actions taken by us, the Enquire Learning Trust's Complaints Policy is available on our website.

8. Positive Discipline

Each academy has developed a Code of Conduct that should be clearly understood by all and adhered to in the interests of everyone. These key rules will be prominently displayed around the academy and regularly referred to by staff and children.

Our behaviour expectations are encapsulated in our school values of 'Be Kind and REAP the Rewards', where REAP represents **R**espect, **E**mpathy, **A**chievement and **P**ride. We have agreed definitions for each aspect of these values and these are shared with all the children. Children are expected to show these traits through their words and deeds.

Children will be taught that poor behaviour will never be accepted as 'banter' or 'fun'. All children are taught '*Please don't. I don't like it*' to use should there ever be a scenario where a child believes a behaviour has crossed a line. All children know that this should trigger an immediate cessation of the behaviour.

We have a school wide signal of 'stop and give me your attention please.' (The Early Year version of this is 'stop and show me two hands.') For these signals, children should stop what they're doing and empty their hands and look at the speaker. Expectations for routines for lining up, drinks, transitions etc are included in our behaviour curriculum which is shared on our website. These set routines have been established to support children with behaviour expectations, supporting particularly when children are taught by different adults or when children move year groups.

We aim to create a warm, positive classroom and school ethos by the following:

- Our detailed Rose Wood behaviour curriculum. Good behaviour will be explicitly taught using well - planned and consistent guidelines and approaches. (This behaviour curriculum is shared on our website.)

- Using positive discipline techniques. This includes giving clear instructions; effective use of praise; the use of rewards such as dojos; effective classroom organisation; effective use of voice and through fostering positive relationships. Teachers will encourage children to evaluate their own behaviour in a non-confrontational way. Instructions and expectations will be clear, and if children do not follow instructions, these will be repeated in a calm, low voice until complied with. Praise will follow compliance. Instructions will always be phrased positively ie “I want you to.....”
- Classroom expectations - teachers will work with children to establish their expectations in line with Rose Wood behaviour policy and curriculum. This will be done at the start of every academic year and reinforced throughout the year.

System of affirmation/strategies for praise and reward

Any praise given to pupils should be genuine and specific.

Children behave positively if they think they are worthwhile people. Affirming a person increases or restores her/his sense of self-esteem. It is particularly necessary with children whose own self-image is low. Affirming a child will sometimes avoid problematic situations.

Good behaviour is praised and rewarded by staff to give recognition to the efforts being made by pupils to behave appropriately. This will also have the effect of communicating staff expectations to pupils who are not behaving in an acceptable manner.

Staff will reward and praise appropriate behaviour verbally or by the giving of stickers, dojos, certificates, etc. In our school, we have a variety of methods of reward. These include dojos, verbal praise, stickers, public praise eg assemblies, awards such as 'REAP' certificates. Opportunities will be regularly found to praise and reward children who conform to the school rules. Children can also be sent to senior leaders for special praise.

Dojos

Dojos can be awarded by adults in school as a reward for children who are making the right choices. Dojos can be chosen from a range of categories and parents receive notification as to the reason behind the awarding of the dojo.

Children receive bronze, silver and gold awards for achieving a set number of dojos. The awards are as follows:

Bronze	100 Dojos
Silver	200 Dojos
Gold	300 Dojos

Assertiveness/Warnings/Consequences

Occasionally, we find that a child has difficulty in conforming to the school's expectations regarding behaviour. For minor incidents, teachers will remind children of the expected behaviour and may impose sanctions such as missed playtimes, or time out. Teachers should take account of the following:

- Children must not be reprimanded in such a way as produces humiliation in front of their peers.

- Teachers should criticise the behaviour, not the child.
- The behaviour of the child should not be compared to the behaviour of other children, or siblings.
- The child should not be intimidated by the use of threats.
- Teachers must never use physical punishment or force against a child.

All staff should follow the consequences ladder as set out in appendix one.

Children can be placed on report if their behaviour is consistently poor. They will be set targets for improvement, and children should get feedback on their behaviour at the end of every lesson by way of a sticker/tick/stamp on their chart. Children should bring completed reports for the Headteacher to check at the end of every day and at the end of the week, when they will also be sent home to parents.

Parents should be told if a child is to be placed on report (this is the class teacher's responsibility). Any child achieving success for the week will receive a sticker from the Headteacher/Deputy. Children should be kept on report for as short a time as possible.

9. Support Pupils

It is important to consider a differentiated approach to learning if a child is displaying challenging behaviour. It is also important to try and establish the reasons why the child is displaying challenging behaviour and provide the appropriate support to mitigate the behaviours; this may include focussed interventions in-school and/or liaison with a range of external professionals/agencies to access additional support.

Differentiation should be an inherent part of planning for individual needs.

As part of our programme of support, children can work with our school's learning mentor on a behaviour intervention. We also work with outside agencies such as 'The Link', 'The Bungalow', 'Outreach and Inclusion' for additional support and guidance for identified children. The trust also has a SEMH collaborative which is a forum that can be used to discuss specific children with a range of professionals and receive advice, guidance and possible strategies.

For certain children, a 'behaviour on a page' document is created by the SENCo in collaboration with teaching staff/the child and parents which draws together child specific triggers and strategies and approaches that can be used to support a child's behaviour. In particular cases, a bespoke behaviour ladder is created by the SENCo, using visuals to explain to a child what is 'acceptable' and 'unacceptable' behaviour. This behaviour ladder then details to the child what each behaviour on the ladder looks like and what the reward/consequence will be for that behaviour. This is created in collaboration with teaching staff/the child and parents.

In school, children have access to a 'safe space' should it be beneficial to them. A 'Safespace' provides a low stimulation area, which students can use to settle in, or have quiet time from a busy classroom. Children can use the 'Safespace' as a means of managing their own behaviour, by requesting time in it when they recognise their stress levels are rising.

Staff: It is important for staff to feel that they can rely on each other when dealing with challenging behaviour. Members of staff should feel that they are able to seek support and advice from colleagues, particularly SLT, before a situation becomes out of hand.

10. Curricular Links with Behaviour Management

Our academies have a positive approach to behaviour management and, as such, believe in actively developing children to be self-disciplined. In order to do this, it is essential that children are given opportunities to discuss different types of behaviour and their effect on others. A significant part of the curriculum is committed to Personal Social and Health Education (PSHE) when many of these issues can be considered.

For PSHE, we follow the SCARF curriculum which encompasses the statutory 'relationships education'. Through this spiral curriculum, children are able to revisit all the strands of relationships education and use this to help inform their behaviour and attitudes.

Our school values are also woven throughout our curriculum and referred to across the curriculum.

11. Bullying and Racism

Each academy has an anti-bullying and anti-racism approach and actively explores these issues within the curriculum. These subjects are discussed from the viewpoint of the bully and the victim to enable pupils to understand the feelings and emotions of others.

At Rose Wood Academy, we take all cases of bullying seriously. Every alleged case of bullying will be investigated, and, where appropriate, parents of victim and bully will be contacted, as we see parents as vital partners in resolving problems associated with bullying.

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

Our definition of a bully is someone who:

- Wants to control by intimidation
- Wants to make others too afraid to challenge his/her authority
- Asserts their authority through intimidation/abuse/violence
- Tends to pick on those who are perceived to be weaker than themselves
- Wants to make everyone else subordinate to themselves

Bullying is, therefore:

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

'Several Times On Purpose' is used with the children as a reminder of the definition of bullying.

All forms of bullying will be tackled.

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always work to support the victim in such cases, sometimes through contact with Miss Jackson, our Learning Mentor. We feel that the victim needs:

- To understand that they have a right not to be bullied;
- To know that there is protection for them from staff;
- To be listened to whenever they feel threatened.

We recognise that the child who is bullying may also have needs (for example, may have low self esteem) and so we will also work with the child who is bullying to try and modify the behaviour. We feel that the aggressor/perpetrator needs:

- To know that respect is earned through other means than aggression, intimidation and violence;
- To understand that they need help to change their behaviour;
- To know that there is a difference between being liked and respected, and being feared, and that the former are more important

Our main aim is to keep every child in the school safe, and to teach them strategies to deal with aggressive or intimidating behaviour from others. The main strategy used to achieve this is to encourage children always to share their worries and concerns regarding bullying behaviour with an adult.

Strategies we use to support children feeling threatened:

- Invitation to share concerns with teachers/Headteacher when needed;
- Extra vigilance (checking with pupil at regular intervals);
- Individual work with the Learning Mentor, including work on self-esteem and building confidence;
- Conflict resolution: groups of children experiencing difficulties brought together for discussion and conflict resolution with the learning mentor/senior members of staff

We aim to achieve a bullying – free school, and will act proactively to achieve this through assemblies, PHSE work, acting as role models in this respect in all our dealings with children and through the positive relationships we foster in school, where children feel safe and secure and comfortable talking to staff.

We see racism as a form of bullying and do not condone it in any form.

12. Child on child Sexual harmful behaviour

Sexually harmful behaviour from young children is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching
- Sexual assault/abuse

Staff are aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' etc.
- Challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Upskirting will never be tolerated. This behaviour typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

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 as we are aware that incidents may differ in nature

School will listen to all involved and support will be offered. The perpetrator will also be offered support so that they can change their behaviour.

Disciplinary sanctions are intended to:

Impress on the perpetrator that what he/she has done is unacceptable

Deter him/her from repeating that behaviour

Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences should reflect the seriousness of the incident

Parents will be informed of **all** incidents and the police would be involved in any serious cases.

Other sanctions could include a verbal warning, time in at playtime/lunchtime, a letter of apology, time out of class, exclusion

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

13. Monitoring Behaviour

Senior leaders monitor behaviour regularly to identify any patterns in incidents. Appropriate actions are taken to ensure that these patterns are broken.

14. Use of Reasonable Force

In exceptional circumstances, positive handling using reasonable force may be appropriate. All teachers and HLTAs are 'Team Teach' trained in addition to some teaching assistants across the key stages. Positive handling methods are only used by staff with appropriate training where de-escalation techniques have failed or cannot be used. Any intervention will be reasonable, proportionate and necessary.

The academy will always communicate with parents where such techniques have been used. These incidents are recorded on CPOMs.

Please refer to the academy's positive handling policy.

15. Prohibited Items on the School-Site

No pupil should bring any prohibited items on to the school-site. The following are prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- cigarettes/vapes
- any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including pupils)
- an article specified in regulations:

- Tobacco and cigarette papers,
- Fireworks; and
- Pornographic images.

The Principal and staff (who are authorised by the Principal) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item listed above. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed [Searching, screening and confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk).

If a pupil needs to be searched, parents/carers will be contacted and asked to come in and undertake the search with two members of staff present. If it is deemed necessary, the pupil will be kept separate from other pupils until the parents/carers can attend. The two members of staff will be the same sex as the pupil being searched. In limited circumstances, there may be an exception to whether the two members of staff are of the same sex and this is if the principal deems there is a serious risk of harm to the pupil or another, if the search is not carried out immediately, or it is not within a practical reasonable timeframe to allocate two same sex staff members. If the search is carried out under these circumstances, the reason will be recorded alongside the record of the search on CPOMS. Two members of staff will be present during any search of a pupil.

Authorised staff will seek permission from a pupil to undertake a search of a pupil's possessions (for example, their drawer, pencil case, bag, lunch box, coat, hat etc.). The members of staff will ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Parents will also be informed and consent gained. Two members of staff will conduct the search and parents/carers can attend and witness the search of the pupil's possessions.

If a pupil refuses to give consent for their possessions to be searched, parents/carers will be contacted and asked to come in and undertake the search with two members of staff present. If it is deemed necessary, the pupil will be kept separate from other pupils until the parents/carers can attend.

Any kind of search will take place in a location away from other pupils and staff, providing the pupil with privacy. Two members of staff will always be present and consent from parents sought.

If a pupil is found to be in possession of a prohibited item, they may be permanently excluded depending on the circumstances, (e.g. threatening another pupil with a knife/weapon, sharing a vape or cigarettes with other pupils on the school-site etc.) or receive a suspension (e.g. bringing a vape into school and storing in their coat, bags etc – no other pupils are involved etc.).

Staff will liaise with both parents/carers and the appropriate professionals if a child is found to be in possession of a prohibited item – this may involve liaising with the Police and Social Care. Staff will also follow the 'DfE Searching, Screening & Confiscation Advice for Schools, July 2022 (paragraphs 57-81, Appendix 1).

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and Social Care will be informed with a Multi-Agency Referral Form completed.

16. Expected Behaviour/Code of Conduct

Each academy has a clear set of behavioural standards and code of conduct for all pupils; these are clearly set out on the academy website and are communicated to pupils and parents on a regular basis. High standards of work and behaviour are expected at all times. A positive approach to discipline is taken and pupils are encouraged to show consideration and care for people and property.

At Rose Wood, we have a behaviour curriculum which is used to support a coherent, school wide approach to expected behaviours. This behaviour curriculum is available on our school website.

17. Exclusion and Suspension

The Enquire Learning Trust recognises that in order to ensure a positive atmosphere based on a sense of community and shared values it may, on occasions, be necessary to exclude an individual or individuals either for a fixed period, not exceeding forty-five academy days in any one academic year, or, in some circumstances, permanently.

Such exclusions will only be resorted to when the academy can demonstrate with adequate evidence that all reasonable steps have been taken (including education off site) and/ or that the presence of the learner is likely to be severely detrimental to his/herself, other learners or employees. There may also be occasions when a suspension is appropriate because of unacceptable behaviour.

Good discipline in academies is essential to ensure that all pupils can benefit from the opportunities provided by education. The trust supports its academies in using exclusion as a sanction where it is warranted. However, permanent exclusions should only be used as a last resort, in response to a serious breach, or persistent breaches, of the academy's behaviour policy; and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

We follow the Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, published by the DfE in September 2022 which has regard to the standard national list of reasons for exclusion. Currently, schools and local authorities must make full-time educational provision for suspended pupils from day 6 of their exclusion.

Parents and carers must ensure their child is not present in a public place during the first five days of an exclusion.

Reintegration Meeting

Principals have a duty to offer the parents or carers a reintegration interview in respect of certain time-limited suspensions.

The reintegration meeting aims to set out a strategy in which the risk of further suspension or permanent exclusion is reduced. The meeting will be a collaboration between academy staff, parents/carers and the pupil. The meeting will also be an opportunity for exploration of working with other professionals to identify any additional individual needs or multi agency approach that may be required. It will look at risk assessment and have an effective timescale for reviewing any intervention identified.

The Role of the AIC

The AIC will consider academy statistics on suspension and exclusion and professionally challenge school leaders on any suspension and exclusion in their academy during their termly meetings as a regular item on the agenda. The support for children at risk of permanent exclusion will be explored.

The principal will inform the AIC of any suspensions that are more than 5 academy days in one term. The AIC are not required to meet for suspensions of 5 days or less but parents may make a representation. The AIC do not have the power to consider to reinstate pupils with suspensions of 5 days or less.

If the suspension is between 6 and 15 days and parents request a hearing from the AIC, the AIC must meet within 50 school days of receiving the principals notice to consider reinstatement or uphold the principals decision based on the evidence presented.

The principal will inform the AIC of suspensions that are more than 15 days in one term. The AIC must then meet within 15 school days to explore the suspension/s and have the power to either uphold the principal's decision or reinstate the pupil based on the evidence presented.

The AIC must meet within 15 school days if the exclusion is permanent or if the suspension means the pupil will miss a public examination or national curriculum test. The AIC has the power to then uphold the principal's decision or reinstate the pupil based on the evidence presented.

Any pupils that are at risk of exclusion or have been identified as requiring additional support should be referred to the Enquire Learning Trust SEMH Collaborative for support with strategies and interventions. For more information on the SEMH Collaborative please speak to your academy Principal or SENDCO.

Please refer to the Enquire Learning Trust Exclusion Policy for further information regarding the exclusion of pupils.

Guidance and legislation

Keeping Children Safe in Education 2025:

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

[Searching, screening and confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1155860/Searching_screening_and_confiscation.pdf)

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1155860/Behaviour_in_schools_guidance.pdf)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1155860/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Appendix 1

Behaviour Consequences Ladder

The school promotes positive behaviours, through our school motto of 'Be Kind and REAP the Rewards'. However, if children display negative and inappropriate behaviours, there is a behaviour ladder that has clear steps and gives children the opportunity to take responsibility to change their behaviours. The consequences ladder is shared with all staff and children. The steps are colour coded in terms of seriousness; the first three steps are low level then become more serious.

	Step of behaviour/ types of behaviour	Dealt with by	Type of consequence /Actions
	Step 1 Talking and being distracted Distracting other children Talking inappropriately to others Not following our school motto of 'Be Kind and REAP the Rewards' Continuing with the above behaviours	Class Teacher	The children are given a look and reminded of what is expected of them. The children are reminded of what is expected of them and are asked "do you think you need to be moved to another place in the class?" If a child has spoken inappropriately, they will be asked to apologise. Remind children of our school motto
Needs Work Dojo	Step 2 Continuing with the above behaviours Inappropriate behaviour such as pushing, elbowing etc including play fighting and rough play	Class Teacher	The child could be told to move places. The child may have to take work home to catch up, or stay in to complete it during break. The child will be asked to apologise if appropriate
Contact parents	Step 3 Repeated incidents of the above behaviours. Swearing/ pushing/shoving/hitting Name calling/falling out	Class Teacher/ Phase Leader	The child could be sent to a different class or reflection The child will meet with the phase leader to discuss behaviours and agree ways forward. Parents will be called or messaged and phase leader will share the agreed ways forward.
Phone call to parents	Step 4 Continued previous behaviours despite intervention Disrespectful to staff or not following staff instruction appropriately Fighting (serious full fight), Bullying Theft Using racist, anti-disability or homophobic language without any understanding.	Phase Leader/Deputy	Time off the playground Meeting with parents to discuss ways forward. Internal fixed term exclusion if behaviour is impacting the well-being of other children. Possible use of report sheets to address issues.
Meeting arranged with parents	Step 5 Aggressive behaviour towards staff Swearing at staff Complete refusal to follow staff's instructions Racism or discrimination Threats made against staff Using racist, anti-disability or homophobic language with understanding.	Deputy/Head	Meeting with parents to agree ways forward Time off the playground Internal fixed term exclusion for a period of time Fixed term exclusion for a period of time

Appendix 2

Confiscation Advice

DfE Searching, Screening & Confiscation, Advice for Schools, July 2022 (paragraphs 57 - 81):

Confiscation

Items found as a result of a search

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

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made (see paragraphs 2-3); or
- is evidence in relation to an offence.

Prohibited or illegal items

58. **Controlled drugs** must be delivered to the police as soon as possible unless there is a good reason not to do so.¹ In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance in paragraph 59 below issued by the Secretary of State.

59. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.

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

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

62. If a member of staff finds a **pornographic image**, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.² Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff

¹ Legally, schools do not have to give the name of the pupil from whom drugs have been taken to the police. Schools should consider this on a case-by-case basis. Please see the DfE and ACPO drug advice for schools for more information on the relevant powers and duties in relation to powers to search for and confiscate drugs, liaison with the police and with parents.

² Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

must never copy, print, share, store or save such images. See paragraphs 72-79 for further advice on searching electronic devices.

63. Where a member of staff finds **stolen items**, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable. In determining whether there is a good reason to return the stolen item to its owner or retain or dispose of the item, the member of staff must have regard to the following guidance issued by the Secretary of State in paragraph 64 below.

64. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

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

66. Items that **have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property** should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State in paragraphs 67-68.

67. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether the item should be delivered to the police, retained, returned to the owner or disposed of. In taking into account all relevant circumstances the member of staff should consider:

- whether it is safe to dispose of the item; and
- whether and when it is safe to return the item.

68. If a member staff suspects a confiscated item has been used to commit an offence or is evidence in relation to an offence, the item should be delivered to the police.

69. Members of staff should use their judgement to decide to return, retain or dispose of any other **items banned under the school rules**. In deciding what to do with such an item, the member of staff must have regard to the guidance issued by the Secretary of State in paragraph 70.

70. The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized item. In taking into account all relevant circumstances, the member of staff should consider:

- the value of the item;
- whether it is appropriate to return the item to the pupil or parent; and
- whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

71. Members of staff should follow any additional guidance and procedures on the retention and disposal of items put in place by the school.

Electronic devices

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

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

74. Staff may examine any data or files on an electronic device they have confiscated as a result of a search, as defined in paragraph 57, if there is good reason to do so.

75. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in [Keeping children safe in education](#). The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

76. If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

77. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. In determining a 'good reason' to examine or erase the data or files, the member of staff must have regard to the following guidance issued by the Secretary of State in paragraphs 78 and 79 below.

78. In determining whether there is a **'good reason' to examine** the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

79. In determining whether there is a **'good reason' to erase** any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Confiscation as a disciplinary penalty

80. Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.³

81. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

³ Section 91 of the Education and Inspections Act 2006.