Built on botheredness . . .

the enquire learning trust

Behaviour Policy

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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.
- All pupils are expected to 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.
- All pupils complete any task reasonably assigned to them in connection with their education.
- Children are expected to 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)
- Searching, Screening and Confiscation (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)
- DfE advice template (publishing.service.gov.uk)
- technical-guidance-schools-england.docx
- Keeping children safe in education 2026 (comes into force from 1 September 2026)

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). (Please see our Anti-Bullying Policy for further details of our approach.)
- 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.

System of affirmation/strategies for praise and reward

Any praise given to pupils should be genuine, personal 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.
At Southcoates, we believe that positive behaviour and attitudes should be celebrated every day. Praise and rewards help children feel valued, build confidence, and encourage everyone to make good choices. Our aim is to create a caring, supportive environment where children are motivated by pride in their achievements and a desire to do their best — not just by external rewards.

We use a range of praise and reward systems to recognise effort, progress, kindness, and living out our Southcoates Values. All members of staff play a part in noticing and celebrating positive behaviour, both in and out of the classroom.

<u>Positive and Constructive Praise</u>

Adults at Southcoates use praise thoughtfully and consistently. We celebrate effort, kindness, and perseverance, as well as success. Praise is always specific and constructive, meaning that we tell children what they did well and why it mattered — for example, "You showed great teamwork by helping your partner finish their work," or "You tried really hard with your writing today, and it's much neater."

Constructive praise helps children understand how their actions make a difference, and it supports them to develop positive habits for the future.

Notes Home

Sometimes a special achievement deserves to be shared beyond school. Staff may send a note home to let parents and carers know when a child has shown exceptional effort, behaviour, or kindness. This communication helps strengthen the partnership between home and school, allowing families to join in celebrating their child's success.

Southcoates Values Certificates

Every week, one child from each class is chosen to receive a Southcoates Values Certificate during our celebration assembly. These certificates recognise pupils who have shown our school values — such as kindness, respect, honesty, perseverance, and teamwork — in their learning or interactions with others.

This celebration helps all children see that our school values are at the heart of everything we do and that living by them is something to be proud of.

Gold Tickets

Gold Tickets are a key part of our whole-school reward system. They are awarded to pupils who go 'above and beyond' in their attitude, behaviour, or contributions to school life. This could include helping others, showing outstanding effort, or setting a positive example to their peers.

Children collect their Gold Tickets over time and receive special rewards when they reach the following milestones:

- 25 Gold Tickets – Bronze prize
- 50 Gold Tickets – Silver prize
- 75 Gold Tickets – Gold prize
- 100 Gold Tickets – Platinum prize

The Gold Ticket system encourages children to take pride in consistently positive behaviour and motivates them to keep making good choices every day.

Reading Awards

At Southcoates, we believe that reading regularly is one of the most important habits a child can develop. To encourage this, pupils who read at least three times each week at home receive a Reading Award. These children are recognised and celebrated in class and assemblies.

Reading Awards help build a strong reading culture across the school and highlight the value of practice, perseverance, and family involvement in learning.

The Importance of Praise at Southcoates

We use praise not just as a reward, but as a way to build relationships, develop self-esteem, and reinforce our school values. We want every child to feel seen, respected, and proud of

their efforts. By focusing on what children do well, we help them grow into confident, kind, and motivated learners who want to make positive choices — both in school and beyond.

Assertiveness/Warnings/Consequences

Faced with inappropriate behaviour it is tempting for any teacher to threaten punishment. However, punishments and rewards keep children dependent upon external motivators. The development of self-awareness and self-discipline is sacrificed for the sake of immediate compliance.

Behaviours have consequences. However, negative consequences imposed too quickly take away the need for the pupil to face the issues, make choices and take responsibility.

At Southcoates, we recognise that children are still learning how to manage their feelings, actions and relationships. Our approach to behaviour is rooted in understanding, empathy, accountability and restoration. We aim to help children learn from their mistakes, repair relationships and develop the skills they need to make positive choices in the future.

We recognise that behaviour is a form of communication and that children may at times struggle to manage their emotions or respond appropriately to challenges. When behaviour occurs, we seek to understand the reasons behind it and respond in a way that supports both the child and the wider school community.

Whilst all behaviour is addressed, we recognise that there is a difference between **disruptive behaviours**, which primarily impact learning and the smooth running of the school, and **detrimental behaviours**, which cause harm, distress or risk to others and may require a more intensive, trauma-informed or safeguarding response.

Restorative Practice

We use restorative approaches to build and maintain positive relationships and to resolve difficulties fairly and respectfully. Restorative practice helps children take responsibility for their actions, understand the impact of their behaviour on others and find ways to put things right.

When a child's behaviour has caused upset, harm or conflict, adults support them through a calm and structured conversation. This may include:

- Reflecting on what happened and what they were feeling at the time
- Listening to the experiences and feelings of others involved
- Understanding how their actions affected others
- Discussing what they could do differently in the future
- Agreeing how they can repair harm or rebuild trust

Restorative conversations take place when all parties are calm and ready to engage. These discussions help children feel heard and understood whilst also encouraging accountability and positive future choices.

Supporting Dysregulation and Detrimental Behaviour

We understand that some behaviours arise when children become emotionally overwhelmed and struggle to regulate their thoughts, feelings or actions. This can sometimes result in behaviours that are detrimental to themselves or others.

In these situations, our response is trauma-informed. Rather than asking, "What is wrong with this child?", we seek to understand, "What may have happened to this child, and what support do they need right now?"

Staff are trained to:

- Recognise signs of distress, anxiety and dysregulation
- Respond with calm, consistent and emotionally available approaches
- Maintain clear boundaries whilst preserving dignity and respect
- Provide appropriate time, space and support for regulation
- Use co-regulation strategies to help children regain emotional control
- Consider underlying needs, triggers and contextual factors
- Reflect with children once they are calm and able to think clearly

Each child's needs are different. For some children, personalised support plans, regulation strategies, sensory adjustments or external agency involvement may be required. We work closely with families and other professionals to ensure support is consistent and effective.

Where detrimental behaviours involve harm, bullying, discrimination, child-on-child abuse, harassment, violence or safeguarding concerns, the school's safeguarding procedures will be followed alongside restorative and supportive interventions.

The Regulation Model below outlines the process staff follow to support children through periods of dysregulation.

Appendix 2 also outlines possible scripts that we will use with children if they are displaying detrimental behaviours.

Managing Disruptive Behaviour

Whilst we are committed to understanding children's needs, we also recognise the importance of maintaining a calm, orderly and purposeful learning environment. Disruptive behaviours can affect the education and wellbeing of others and must therefore be addressed consistently.

For disruptive behaviours, staff use a graduated approach which includes reminders, warnings and proportionate sanctions. These are designed to help children understand expectations, take responsibility for their choices and minimise disruption to learning.

Sanctions may include:

- A non-verbal or verbal reminder of expectations
- A formal warning
- Reflection or restorative discussion
- Completion of missed learning or time owed
- Temporary changes to seating or learning arrangements
- Loss of part of a privilege or social time

- Contact with parents or carers
- Behaviour monitoring and support plans where patterns emerge

Sanctions are always applied fairly, proportionately and consistently. They are intended to support learning, reinforce expectations and promote positive behaviour choices rather than to punish, shame or humiliate.

Consequences and Accountability

Both disruptive and detrimental behaviours require children to take responsibility for their actions. Whilst the response may differ according to the nature of the behaviour, accountability remains an important aspect of helping children learn and grow.

Consequences are carefully matched to the behaviour and may include:

- Reflection on choices made
- Restorative conversations
- Reparation or restoration of harm caused
- Completion of missed responsibilities
- Supported problem-solving
- Appropriate sanctions where expectations have not been met

In all cases, adults seek to balance support with accountability, helping children understand both the reasons for expectations and the impact of their actions on others.

Our Aim

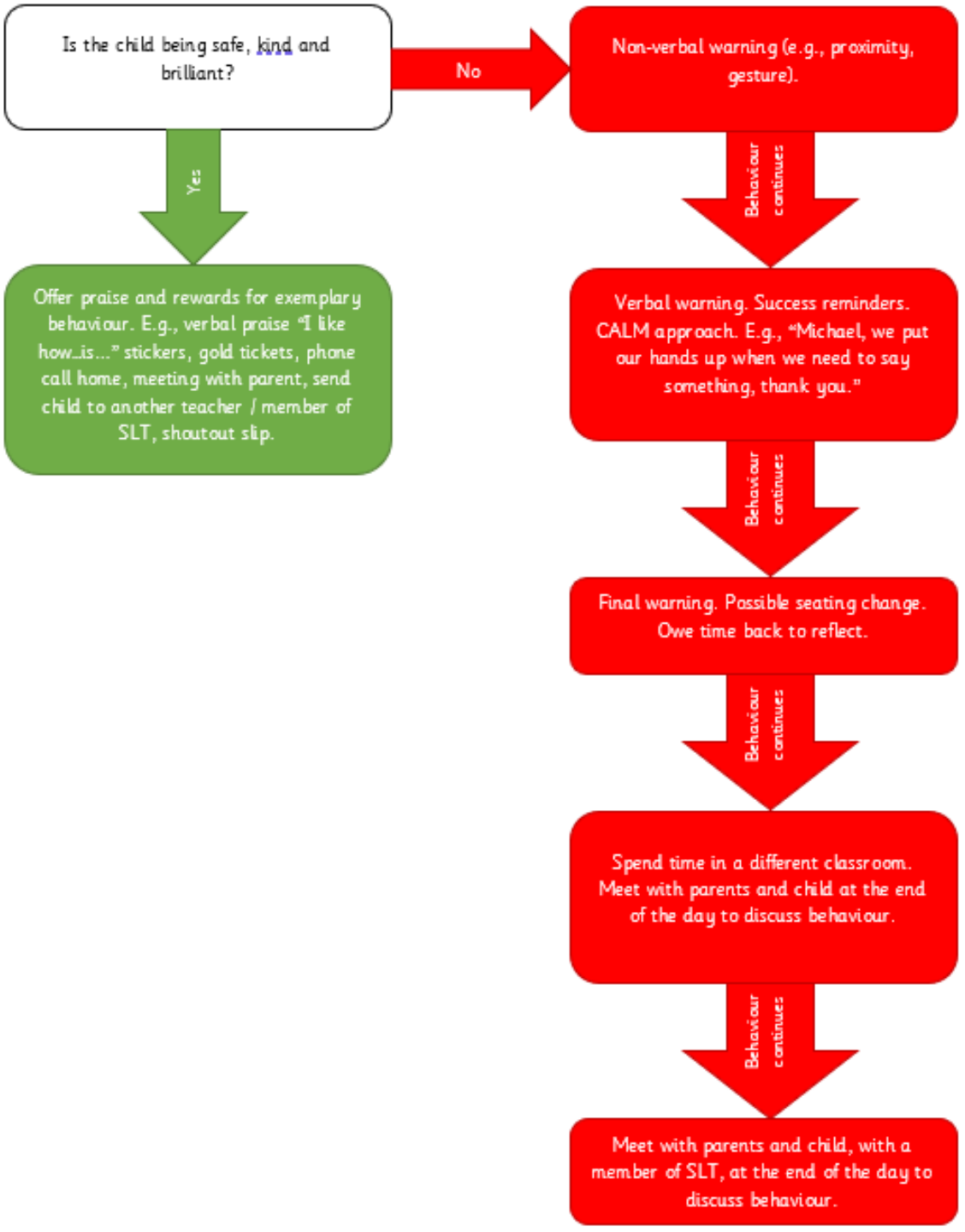
Through restorative practice, trauma-informed support and consistent behaviour expectations, we aim to help all children:

- Understand and manage their emotions
- Develop self-regulation strategies
- Take responsibility for their behaviour
- Build empathy and respect for others
- Repair relationships when difficulties occur
- Develop resilience and positive decision-making skills
- Contribute positively to the school community

At Southcoates, we view mistakes as opportunities for learning and growth. By responding to behaviour with both care and consistency, we create a safe, respectful and inclusive environment where every child can thrive whilst ensuring that learning, wellbeing and safety remain at the heart of school life.

Disruptive Behaviours *Behaviours that disrupt learning, routines or the orderly running of the school.*	**Detrimental Behaviours** *Behaviours that cause harm, distress, risk or significantly undermine the safety and wellbeing of others.*
Calling out	Bullying (including online bullying)
Talking whilst others are speaking	Child-on-child abuse
Distracting others from learning	Physical aggression (e.g. hitting, kicking, punching, scratching, biting or spitting)
Making unnecessary noises	Fighting
Off-task behaviour	Threatening or intimidating behaviour
Refusal to follow instructions	Sexual harassment
Deliberate work avoidance	Harmful sexual behaviour
Leaving a seat without permission	Racist language or behaviour
Wandering around the classroom	Homophobic language or behaviour
Persistent low-level disruption	Sexist language or behaviour, including misogyny
Interrupting teaching	Faith-based prejudice or discrimination
Running indoors	Disability-related discrimination
Minor misuse of resources	Deliberate damage to property
Inappropriate use of technology	Theft
Arguing with adults	Deliberate false allegations
Refusal to participate in learning	Persistent harassment of another child
Inappropriate language	Coercive, controlling or abusive behaviour
Failure to follow routines	Sharing harmful or inappropriate online content
Repeated lateness to lessons or activities	Cyberbullying
Refusal to complete reasonable requests	Possession of prohibited, dangerous or illegal items
Leaving a learning space without permission	Leaving the school site without permission
Repeated disruption after reminders and sanctions	Behaviour that places self or others at significant risk of harm

Managing disruptive behaviours



Regulation Model

SOUTHCOATES PRIMARY ACADEMY

Is the child regulated?

Yes

Continue to offer high praise and high demand

No

Support is offered by the person supporting the child e.g. adaptation to work, brain breaks, fulfilling sensory needs

Yes

Is the child regulated?

No

Validate emotions

Support is offered by a member of staff whom the child has built a relationship with

Yes

Is the child regulated?

No

Validate emotions

Support is offered by a member of staff whom the child has built a relationship with

Yes

Is the child regulated?

No

Validate emotions

Emotional well-being support offered - e.g. one-off support or check-ins

Yes

Is the child regulated?

No

Validate emotions

Targeted, individual support e.g. ELSA, SEND referrals

Support the child to transition to a place of regulation through restorative conversations.



9. Support Pupils

A behaviour modification programme for individuals may be applied if appropriate.

The class teacher and child will identify targets. If there are a number of incidents of negative behaviour, outside agencies may be consulted.

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.

At Southcoates, we recognise that every child is unique and may need different levels of support to meet our shared expectations for learning and behaviour. Just as we differentiate learning tasks to help all pupils succeed academically, we also differentiate our approach to behaviour to ensure that expectations are fair, consistent, and inclusive.

Our goal is for every child to feel understood, supported, and capable of making positive choices — regardless of their starting point or individual needs.

Differentiation in Behaviour Support

We understand that some children may find it more difficult than others to manage their emotions, follow routines, or respond to social situations. This can be due to a range of factors, including Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, trauma, or challenging life experiences.

To support all children fairly, we differentiate our behaviour approach by:

- Adjusting expectations according to a child's stage of development or specific needs
- Providing additional reminders or visual supports to help children understand routines and expectations
- Offering clear choices and consistent boundaries to reduce anxiety and confusion
- Using personalised regulation strategies (e.g., sensory breaks, calm boxes, movement breaks)
- Creating individual behaviour or regulation plans, written in collaboration with the child, staff, and parents
- Using trusted adults or key relationships to support co-regulation and emotional safety

Differentiation is not about lowering expectations — it's about giving each child the support they need to reach the same high standards in a way that works for them.

Collaboration and External Support

When a child's behaviour or emotional needs go beyond what can be supported through classroom strategies alone, we work in partnership with families and external professionals to ensure the right help is in place.

This may include support from:

- The school's Pastoral and Inclusion Team
- SENDCo (Special Educational Needs and Disabilities Coordinator)
- Educational Psychologist
- Speech and Language Therapy
- Behaviour Support Services
- Health or Social Care professionals

If additional support is needed, and after discussion with parents or carers, school may make a referral to the SEMH (Social, Emotional and Mental Health) Collaborative.

The SEMH Collaborative provides advice, assessment, and targeted intervention for children who are struggling with emotional regulation, behaviour, or mental health. Together, we develop strategies and support plans to help the child succeed both in school and at home.

Our Inclusive Approach

Differentiation and collaboration are key to our inclusive ethos. We believe that behaviour is best understood in context — and that with the right support, guidance, and relationships, all children can learn to make positive choices and thrive in our school community.

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.

At Southcoates Primary Academy, positive behaviour is promoted through strong curricular links, particularly within our Jigsaw PSHE programme. Jigsaw provides a cohesive, whole-school approach to developing pupils' social, emotional, and moral understanding, aligning directly with our school values of being **Supportive, Positive, and Achieving**. Through carefully sequenced lessons, assemblies, and class discussions, pupils learn to recognise their feelings, regulate their emotions, and understand how their actions affect others. Themes such as *Being Me in My World*, *Celebrating Difference*, and *Relationships* explicitly teach respect, empathy, and responsibility—skills which underpin our restorative approach to behaviour management. By embedding behaviour education within the PSHE curriculum, we ensure that pupils are equipped not only to follow expectations but to understand and embody the principles behind them. This integration reinforces a preventative, relational, and values-led culture where pupils feel supported, act positively, and strive to achieve their best both personally and academically.

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.

We need to be clear about what we mean by bullying. We define it as:

- the wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions; or
- when a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated; or
- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In accordance with the academy's Anti-Bullying Policy, any incident of bullying occurring at the Academy will be taken seriously and followed through appropriately by staff. Parents of both the bully and the victim will be involved and kept informed as appropriate. A written record of any such incident will be made and recorded on CPOMs.

The Enquire Learning Trust sees racism as a form of bullying and does 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 normailising 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.

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.

Southcoates Primary Academy maintains a proactive and consistent approach to monitoring behaviour. This ensures that patterns are identified early, support is provided promptly, and the overall school culture remains safe, positive, and conducive to learning.

Weekly Safeguarding Meetings

A safeguarding meeting is held each week with key members of the safeguarding team, including the Principal, Vice Principal, Assistant Vice Principal, Wellbeing Lead, and Attendance Officer. These meetings provide an opportunity to discuss individual pupils, emerging concerns, patterns of behaviour, and any safeguarding issues that may require intervention. The team collaborates to identify appropriate actions and ensures consistent follow-up, maintaining a holistic understanding of pupils' wellbeing and behaviour.

Role of the Wellbeing Lead

Our dedicated Wellbeing Lead, Ms. Horsley, plays a central role in supporting and monitoring pupil wellbeing. She conducts regular check-ins with pupils who may be experiencing difficulties or displaying concerning behaviours, providing early intervention and emotional support. Through close communication with staff and families, the Wellbeing Lead helps ensure that children's emotional needs are met, reducing the likelihood of behaviour escalating into more serious concerns.

Senior Leadership Team Visibility and Engagement

The Principal, Vice Principal, and Assistant Vice Principal maintain a visible presence at the school gates during drop-off and pick-up times. This consistent engagement allows them to build relationships with pupils and parents, address concerns promptly, and model the school's commitment to approachability and mutual respect. It also provides a valuable opportunity to observe pupil interactions and identify any early signs of difficulty.

Learning Walks and Behaviour Monitoring

The Senior Leadership Team (SLT) conducts regular learning walks across the school to monitor classroom behaviour, engagement, and the overall learning environment. These observations help to identify strengths and areas for development, ensuring consistency in behaviour expectations and classroom management strategies. Feedback from learning walks is shared constructively with staff to support professional growth and maintain high standards of behaviour.

Wellbeing Room for Dysregulated Pupils

To support pupils who become dysregulated or emotionally overwhelmed, we provide a dedicated Wellbeing Room. This safe and calming space allows children to de-escalate, reflect, and regulate their emotions before returning to learning. Staff are trained to support pupils in the Wellbeing Room using restorative, ELSA and trauma-informed approaches, ensuring that each child's experience is handled sensitively and effectively.

Through these structured systems and consistent monitoring practices, we ensure that pupil behaviour and wellbeing are closely overseen, enabling timely support and reinforcing a culture of care, respect, and responsibility.

14. Use of Reasonable Force

In exceptional circumstances and as a very last resort, where there is a danger of injury to a pupil or member of staff, positive handling using reasonable force may be appropriate. Positive handling methods are only used by staff with appropriate training where de-escalation techniques have failed or cannot be used.

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
- 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).

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 member's. 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 locker, desk, 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

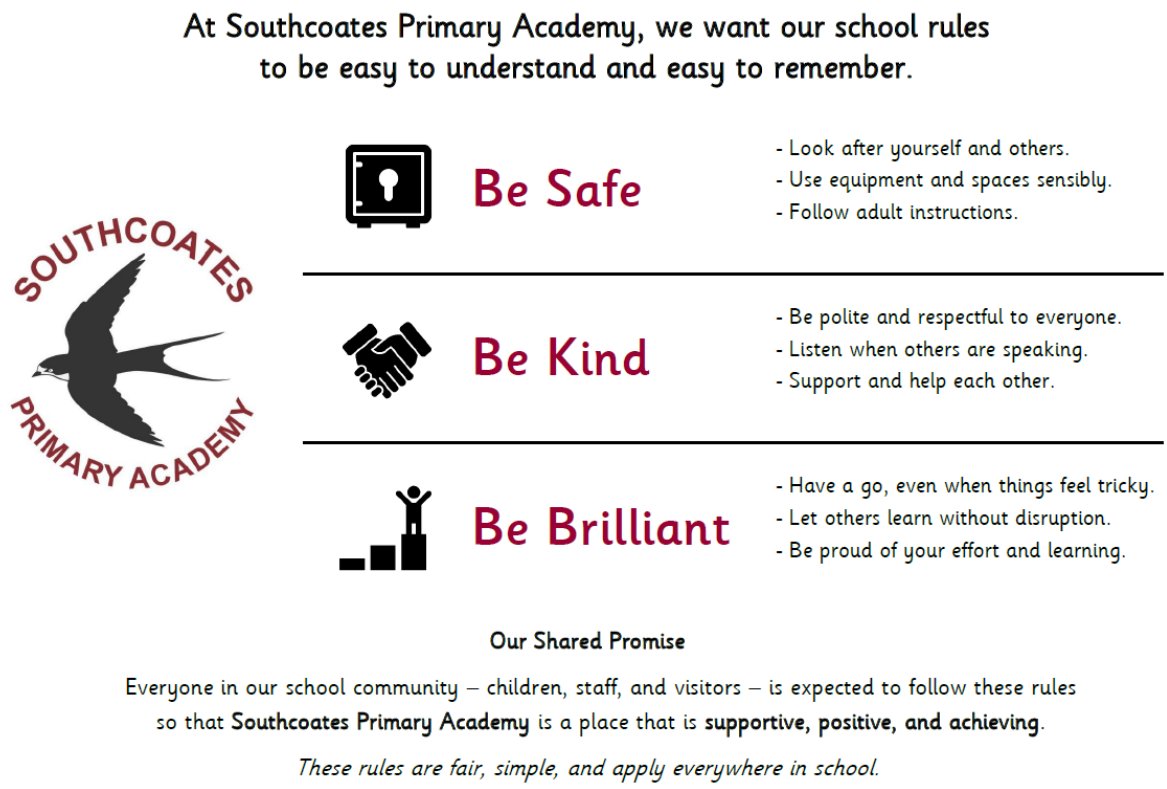
Each Academy has a clear set of behavioural standards and code of conduct for all pupils; these are clearly set out on the Academy website and are communicated to pupils and parents on a regular basis. High standards of work and behaviour are expected at all times. A positive approach to discipline is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

At Southcoates Primary Academy, our behavioural expectations are rooted in our core values of being **Supportive, Positive, and Achieving**. These values guide how we interact, learn, and resolve challenges together. Pupils are encouraged to be *supportive* by showing kindness, empathy, and respect towards others, recognising that everyone's words and actions contribute to a safe and caring community. They are taught to be *positive* by approaching learning and relationships with optimism, resilience, and a willingness to make things right when mistakes occur. Finally, pupils are supported to be *achieving* by setting high

standards for themselves, taking pride in their work, and striving to reach their full potential both academically and personally. Through consistent modelling by staff and integration into all aspects of school life, these values shape a culture where good behaviour is not only expected but understood and embraced by all.

These values are reinforced daily through every aspect of school life. Staff consistently model supportive, positive, and achieving behaviours in their interactions with pupils, colleagues, and families. Assemblies, Jigsaw PSHE lessons, and class discussions explicitly link these values to real-life situations, helping pupils reflect on their choices and understand the impact of their behaviour. Positive behaviour and acts of kindness are recognised and celebrated through verbal praise, class rewards, and assemblies, highlighting pupils who exemplify the school's values in action. Restorative conversations are used when challenges arise, allowing pupils to take responsibility, repair harm, and learn from their experiences. In this way, the values of being *Supportive, Positive, and Achieving* are not abstract ideals, but lived principles that shape the daily experiences and relationships of everyone at Southcoates Primary Academy.

Southcoates Primary Academy embraces the following school rules and expects all members of our school community to follow them.



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 Principal's 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 2026 (comes into force from 1 September 2026)

Searching, screening and confiscation (publishing.service.gov.uk)

Behaviour in schools guidance (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)

Appendix 1

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

[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.

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.

Appendix 2

Examples of detrimental behaviour	**Responses to behaviour**	**Possible scripts**
Behaviour that has a detrimental impact to themselves: • Refusal to engage in learning. • Deliberate avoidance of support or guidance. • Unsafe behaviour that risks injury. • Damaging own work or property. • Behaviour resulting in significant loss of learning.	• Explore barriers, re-establish expectations, agree a small achievable next step. • Discuss reasons, reinforce the purpose of support, identify what would help. • Reflect on risks, discuss safer choices, rehearse expected behaviours. • Repair, replace or redo work where appropriate; discuss impact on learning. • Plan how learning can be caught up and prevent recurrence.	**Reflection and Learning** • "Tell me what happened from your point of view." • "What were you thinking or feeling at the time?" • "How has this affected your learning?" • "What has stopped you from being successful today?" • "What can we do together to help you get back on track?" • "What will you do differently next time?" • "What is the next right step you can take now?" **When a Child Refuses Learning** • "I can see you're finding this difficult. What is the problem we need to solve?" • "How can I help you get started?" • "Let's agree on one small step you can achieve." **When a Child Acts Unsafely** • "What risk did that create for you?" • "How could you keep yourself safe next time?" • "Show me what the safer choice looks like."

Behaviour that has a detrimental impact to another child: • Physical aggression. • Verbal abuse or intimidation. • Bullying, including discriminatory bullying. • Deliberate exclusion from activities. • Damaging or taking another child's property. • Any behaviour that causes another child to feel unsafe or distressed.	• Ensure safety, repair harm through a restorative conversation, agree future strategies. • Apologise where appropriate, discuss impact of words, restore relationships. • Structured restorative meeting, rebuild trust, ongoing monitoring and support. • Explore feelings of those affected, encourage inclusion and reconciliation. • Return, repair or replace items; acknowledge impact and make amends. • Reflect on consequences, restore relationships and agree future actions.	**Repairing Harm** • "What happened?" • "What were you thinking at the time?" • "Who has been affected by what happened?" • "How do you think they might be feeling?" • "What do you need to do to put things right?" • "How can we help make sure this doesn't happen again?" **Following Conflict** • "If that happened to you, how might you feel?" • "What could you say or do now to repair the situation?" • "What needs to happen for both of you to move forward positively?" **Following Physical or Verbal Aggression** • "What choice did you make?" • "What impact did that choice have on others?" • "What would a better choice have been?" • "How will you show that you've learned from this?"

Behaviour that has a detrimental impact on the class: • Repeated disruption to teaching and learning. • Persistent calling out or distracting others. • Refusal to follow classroom routines or instructions. • Inciting others to misbehave. • Damaging classroom resources. • Behaviour that reduces learning time for others.	• Reflect on impact on learning, reset expectations, agree strategies for success. • Discuss impact on peers, practise appropriate participation. • Revisit expectations, identify barriers and agree next steps. • Reflect on responsibility and impact on the group, restore trust. • Repair, replace or contribute to restoring resources where appropriate. • Apologise where appropriate and identify ways to positively contribute.	**Restoring Learning** • "How has your behaviour affected the learning of others?" • "Who has been impacted?" • "What learning time has been lost?" • "What needs to happen now so everyone can learn?" • "How can you contribute positively to the class for the rest of the lesson?" **Following Disruption** • "What were you trying to achieve?" • "Did it help or hinder learning?" • "What could you do differently next time?" • "How can you help put things right with the class?" **When a Child Influences Others Negatively** • "How did your actions affect the choices of other people?" • "What responsibility do you have for that?" • "How can you use your influence positively?"

Behaviour that has a detrimental impact on the school: • Vandalism or damage to school property. • Discriminatory language or behaviour. • Bullying of pupils, staff or visitors. • Unsafe behaviour in shared areas. • Theft or misuse of property. • Actions that undermine the safety, reputation or positive culture of the school.	• Repair, replace or contribute to restoration where appropriate. • Educate, reflect on impact, restore harm and reaffirm expectations. • Formal restorative process alongside appropriate sanctions. • Return property, repair harm and rebuild trust.	**Restoring the School Environment** • "How has this affected the school community?" • "Who has had to deal with the consequences of your actions?" • "What can you do to help repair the harm caused?" • "How can you show respect for our school moving forward?" **Following Damage to Property** • "What happened?" • "Who has been inconvenienced or affected?" • "What can be done to repair or restore what was damaged?" • "How can we prevent this from happening again?" **Following Discriminatory Language or Behaviour** • "Do you understand why those words/actions are harmful?" • "Who may have been affected by what was said or done?" • "How can you show respect and inclusion in the future?" • "What have you learned from this situation?"

Behaviour that has a detrimental impact on the community: • Being rude to passers by Road safety on a trip (running off) • Damaging the environment • Endangering self/others	• Preparation for trips – social stories to promote valued behaviour • Privately speak to child about comments made • Higher ratio of adults – careful deployment of staff. • De-escalate behaviour as safely as possible. • Call to school to inform Principal. Child maybe collected from trip by school staff and returned to school.	**Developing Social Responsibility** • "How might this behaviour affect people's views of our school?" • "What message does this behaviour send to others?" • "How can you contribute positively to our community?" • "What action could you take to repair trust?" **Following Incidents in the Local Community** • "Who has been affected beyond our school?" • "What responsibility do you have to put this right?" • "How can you demonstrate our school values in the future?"