South Farnham Educational Trust

The Continual Pursuit of Excellence

BEHAVIOUR MANAGEMENT POLICY (Primary)



REVIEW DATE:	SUMMER 2026
NEXT REVIEW DATE	SUMMER 2027

CONTENTS OF POLICY

1. Introduction
2. Aims
3. Principles
4. Roles and responsibilities
5. General expectations
6. General behaviour in and around the school
7. Rewards
8. Use of mobile phones & other electronic devices in school
9. Sanctions
10. Screening, searching and confiscation
11. Use of reasonable force and physical contact
12. Malicious allegations by pupils against school staff
13. Discipline beyond the school gate
14. Child-on-child abuse
15. Training
16. Involvement of outside agencies
17. Review

Appendix 1 Behaviour sanctions chart / School specific process

Behaviour Management Policy

This policy is a statement of the aims, principles and strategies relating to behaviour in our school. It was developed through a process of consultation with teaching staff and governors and constructed in line with statutory guidance (see below). The policy will be reviewed annually.

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools (updated 2023)
- The Equality Act 2010
- The Education Act 2010; 2011 Equalities Impact Assessment
- Keeping Children Safe in Education
- School suspension and permanent exclusions
- Special Educational Needs and Disability (SEND) Code of Practice

This Policy applies to all teaching staff. The Headteacher oversees the application and monitoring of this policy. Headteachers may direct senior and middle leaders to keep an overview of behaviour incidents and patterns of behaviour in their areas of responsibility, together with resolutions; they will report regularly to their line-manager.

Please also note that for the purposes of this policy, 'parents' refers to any adults with legal responsibility for children in their care, i.e. biological parents, legal guardians and carers.

1. Introduction

Our school culture is built on respect, kindness, and responsibility. We believe that positive behaviour creates a safe, happy, and productive environment where every pupil can thrive. Pupils are encouraged to make positive choices, take responsibility for their actions, and develop self-discipline. Staff will model high expectations and foster strong, respectful relationships to support pupils in becoming confident, considerate members of the school community.

Pupils will respond to positive encouragement and will, in general, behave more appropriately if they are given responsibilities and understand that they a vital part of the school community so they develop a sense of pride about the school they go to.

It is important to note that there are few specific rules, primarily concerned with ensuring the safety of the child, and that no form of discrimination is tolerated. Pupils are enabled to build and maintain trusting relationships with adults to feel safe and understood. They are expected to show respect to everyone, including those individuals with protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Whenever possible, staff will encourage good behaviour and celebrate it with the class or year group.

Pupils have a right to learn and teachers to teach and, without good behaviour, neither is possible. We believe that positive behaviour reflects the values of our school, readiness to learn and respect for others. The school has a responsibility both to manage behaviour and to encourage pupils to manage their own behaviour in such a way that learning and teaching can be effective in school, on school visits and on their way to and from school. Whilst it is possible to produce a list of school rules, good behaviour is secured in the longer term through modelling very high expectations, respectful relationships and clear boundaries which will support a safe and happy school experience.

We believe in a restorative approach and want to provide pupils with the platform and opportunity to reflect on unacceptable behaviour in a bid to develop improvements in future behaviour and engage in the school's curriculum effectively.

This policy will also apply at other times when misbehaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or might bring the school into disrepute.

2. Aims

Our aim is to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment. The school will encourage and support pupils to adopt values, attitudes and standards which will produce a positive learning environment and a happy and ordered school atmosphere, and to:

- Encourage pupils to manage their own behaviour.
- Encourage pupils to reflect on behaviours.
- Praise and support positive behaviour.
- Use preventative measures wherever possible to support all pupils and those with additional needs.
- Involve parents in the support management of their child's behaviour.
- Provide a consistent approach to behaviour management
- Consider reasonable adjustments that can be made reflecting the age and if appropriate needs of the pupil
- Provide staff, pupils and parents with common standards and guidelines for behaviour management.
- Provide staff with the necessary support in dealing with incidents of challenging behaviour.
- Collaborate with parents/carers to ensure relevant incidents of behaviour are communicated effectively

3. Principles

We believe that to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. We therefore seek to create a caring learning environment in the school by:

- Implementing a consistent approach on how behaviour is managed by the school.
- Ensuring consistency of response to both positive and negative behaviour choices, in the knowledge that the rigorous and consistent application of the Behaviour Management policy will result in overall pupil well-being and school improvement
- Promoting good behaviour and discipline, both within school and beyond the school gate
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Having due regard to the school's legal duties under the Equalities Act 2010, in respect of pupils with Special Educational Needs and Disabilities.
- Promoting/facilitating/initiating early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents / guardians / carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures

We also believe that good behaviour in school must be built on a foundation of solid values – kindness, respect and living without harm.

Finally, we believe that pupils must have an opportunity to reflect or/ and repair the result of their behaviour to ensure that they understand the impact of their own unacceptable behaviour choices on both themselves and others. Pupils must also have opportunity to reflect on how they can avoid these behaviour choices unacceptable behaviour and show improved behaviour in future.

All staff play a crucial role in facilitating this process by not only giving pupils time to reflect, but also by holding conversations to help guide pupils to successful reflection.

4. Roles and responsibilities

The Trust Board will establish, in consultation with the Local Governing Body and Headteacher, the policy for behaviour in the school and will keep it under review.

The **Local Governing Body** is responsible for:

- Reviewing implementation of this behaviour policy with the Headteacher.
- Support the school in maintaining high standards of behaviour.
- Monitoring the policy's effectiveness.
- Ensure that the policy is communicated to pupils and parents, is non-discriminatory and that expectations are clear.
- Holding the Headteacher to account for its implementation.

The **Headteacher** is responsible for:

- Reviewing this policy in conjunction with the Local Governing Body and Trust Board.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy and exclusions policy to offer pupils both sanctions and support when necessary.

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Building, maintaining and repairing relationships with all pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Exercising professional curiosity when interacting with pupils.
- Through positive noticing, communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Making reasonable adjustments to support specific behavioural needs of pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Seeking support from outside agencies, if required, as well as working collaboratively with other colleagues in other SFET schools to share practice.
- Ensuring that pupils have the opportunity to reflect on their behaviour and facilitate opportunities for pupils to discuss behaviours in a restorative manner, where necessary.
- Incidents of unacceptable behaviour choices may result in a period of reflection being set. All incidents must be recorded in SIMS/CPOMs with details that accurately reflect the nature and seriousness of the incident (for example, any bad language must be recorded fully including the exact words used).

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Take responsibility for the behaviour of their child both inside and outside the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions). Engage in any pastoral support offered.
- Take part in the life of the school and its culture.
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of:

- The expected standard of behaviour they should be displaying at school.
- Their duty to follow the behaviour policy.
- The expectations that pupils reflect on their own behaviour.
- The school's values, key rules and routines.
- The pastoral support that is available to them to help them meet the behaviour standards.

5. General expectations

Pupils are expected to:

- Behave in an orderly and self-regulated way.
- Show respect to members of staff, visitors and each other; be courteous and well-mannered and show consideration for the feelings, interests and property of others.
- Accept help and support in the form of coregulation.
- In class, make it possible for all pupils to learn.
- Treat the school buildings and school property with respect.
- Wear the correct school uniform at all times.
- Comply with all pupil-related policies.
- Accept sanctions when given and comply quickly with instructions given by staff, without argument.
- Expect sanctions for non-compliance, i.e. failure to follow reasonable instructions from staff (i.e. instructions related to the application of the behaviour management and other relevant policies).
- Show respect for staff, other adults and fellow pupils and behave in a way which brings credit to themselves, their families and the school.
- Switch off mobile phones & other electronic devices including headphones and leave them out of sight when in school (as per school policy).
- Conduct themselves to a high standard on journeys to and from school.
- Expect recognition for meeting expectations and going above and beyond those basic expectations.

Pupils will/must not:

- Smoke or vape on the school site nor to and from school or at any time whilst wearing school uniform.
- Use mobile phones whilst in school from 8.40am- 3.15pm including lunch and breaktime.
- Photograph or record pupils, visitors or staff in school at any time.
- Be in possession of banned or prohibited items in school (see a fuller list of these items in Section 10 of this policy), such as controlled drugs, non-prescription drugs such as 'legal highs', weapons, fireworks, alcohol, cigarettes or stolen goods, inappropriate materials (such as pornography).
- Bring gum onto the school site or chew gum on the school site.

- Bring valuable possessions to school.
- Leave the school premises at any time (secondary pupils require a written request from the parents and and/or permission from a senior member of staff; all pupils leaving must sign in and out).
- Drop litter or damage the fabric of the school or the school premises.
- Bring into school nor consume 'energy' drinks such as Relentless, Monster (i.e. drinks high in caffeine or other similar stimulant chemicals) or any carbonated drinks, including coke and other similar products (carbonated water).
- Eat during lessons, unless for authorised medical reasons drink anything other than still water from a clear plastic bottle during lessons (at the teacher's discretion); any consumption in Science and ICT lessons is not normally permitted.
- Refuse to follow instructions of any staff member.
- Return to lessons until they have complied with instructions and/or relinquished items that have been confiscated in accordance with the behaviour, (e.g. mobile phones) or uniform policy (e.g. jewellery).
- Attempt to avoid the sanctions that have been imposed as a result of unacceptable behaviour.
- Enter/lock themselves in cubicles with other pupils – toilets should only be used as individuals.

Staff should:

- Utilise a range of positive behaviour management strategies.
- Engage in professional development to support educational research and effective behaviour curriculum strategies.
- Regularly communicate and model high expectations.
- Support and guide pupils to making positive choices about behaviour.
- Endeavour to provide consistency by using sanctions according to the severity of the behaviour and by using the school's escalation system.
- Maintain consistent expectations at all times.
- Attempt to build positive and productive working relationships with pupils.
- Understand and be aware of the needs of pupils and try to look for causes of unacceptable behaviour.
- Adopt both a preventative and restorative approach to behaviour management.
- Provide opportunity for pupils to discuss their behaviour and guide pupils towards understanding of positive and improved behaviour.
- Ensure pupils are supported appropriately in a way that leads to positive and improved behaviour.
- Adhere to support strategies recommended by relevant and agree external agencies such as CAMHS, Children's Services, etc.
- Consider the principle of reasonable adjustments for pupils who have a SEND need.

6. Behaviour in and around the school

- In movement around the school, pupils should move in an orderly and quiet fashion and enter and leave all classrooms in a calm manner, as directed by staff.
- Pupils should keep to the left in corridors.
- All bells are action bells and pupils should move when informed by the teacher/tutor.
- Pupils must be on time for school and for lessons and have the necessary equipment and books with them.
- Pupils should only use the official entrances to the school grounds.
- Pupils should not leave the classroom without permission from the teacher.

7. Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards have a motivational role in helping pupils to realise that good behaviour is valued at Highfield South Farnham School.

8. Use of mobile phones & other electronic devices (including smart watches)

At this school, pupils are normally permitted to bring mobile phones to school for use, if necessary, before and after school. This concession is purely, therefore, a health and safety consideration; pupils and families should be aware that use of mobile phones and other electronic devices during the school day is **not permitted** unless explicitly permitted by a member of staff.

If mobile phones and other electronic devices are brought into school, these items remain solely the responsibility of the pupil; they must be kept out of sight and switched off whilst on school site throughout the school day including break and lunchtime.

Adaptations and reasonable adjustments

The school has a duty under the Equality Act 2010 to take such steps as is reasonable to avoid substantial disadvantage to a disabled pupil caused by the school's policies or practices. The school will consider and reasonable adjustments on a case-by-case basis.

The school has a duty under the Children and Families Act 2014 to have arrangements in place to support pupils with medical conditions. In some circumstances, supporting a pupil with their medical condition can involve the use of a mobile phone. For example, pupils with diabetes might use continuous glucose monitoring with a sensor linked to their mobile phone to monitor blood sugar levels.

The school recognises that young carers may require increased access to a mobile phone and these arrangements must be discussed and agreed by the school.

The school will consider all reasonable adjustments on a case-by-case basis.

Allowing flexibility for individual pupils does not mean that these pupils should be exempt from all restrictions on the use of their mobile phone.

Telephone communication between parents and pupils

This must only take place through school staff; this is so that the authority of the school is not undermined, so that learning is not interrupted and so that the safety of pupils is not compromised. In addition, parents are specifically requested not to send (or respond to) text messages from pupils during the school day. The school reserves the right to confiscate the mobile phone if it is clear that communication of this nature has taken place during the school day.

If a member of staff sees or hears a pupil's mobile phone or other electronic device between 8.40am and 3.15pm (or in periods of reflection or structured/scheduled revision sessions),

The device will be confiscated by the member of staff concerned and kept safely until a parent or nominated adult has collected the phone. Schools have the power to confiscate mobile phones or similar devices as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully.

All such devices will be placed in an envelope marked with the following details: pupil's name, tutor group/class, date, name of staff who has confiscated the item, brief description of the item; the device will then be taken by a member of staff to reception, where it will be kept securely in the safe (see Section 10) and details of the confiscation logged onto CPOMS by the member of staff confiscating it. If a pupil fails to relinquish their mobile phone (or any other similar device or banned item) upon request of a member of staff, they will not be permitted

to return to lessons until the item in question has been relinquished and placed into the school safe as detailed above.

Collection by parent/carer/nominated adult

In the event of confiscation, a member of staff (usually reception staff) will, **where possible**, attempt to contact the parent to inform them of the confiscation and to explain how the device can be recovered at the end of a school day **until 4pm**, by the parent or by a nominated responsible adult by arrangement with the parent. The named parent (on school records according to CPOMs must provide consent and details if a nominated adult is due to collect their child's phone. ID will be required by the parent/nominated adult upon collection. Ultimately, the pupil involved has the responsibility of explaining the confiscation to their parents.

Confiscated items (inc. mobile phones) will **not** be returned to pupils under any circumstances, e.g. due to an impending weekend or school holiday. Retrieval of the confiscated item within the working hours of the school is the responsibility of the parent.

The use of mobile phones on school organised trips

The conditions of use will be outlined within the conduct expectations of the trip leader in advance of the trip briefing meeting with pupils and parents. The trip leader will remain the decision maker on appropriate use and will seek to support safeguarding and appropriate use at all times.

Pupils who are found in toilet cubicles with other pupils

In this scenario, pupils will automatically have their phones confiscated and can expect to be searched for other prohibited items.

Pupils believed to be using smart watches for communicating with others between 8.40am and 3.15pm (or later if in attendance at a school sanction)

Pupils are likely to have the smart watch confiscated. Similarly, pupils suspected of engaging in any activity other than telling the time (including, but not limited to accessing social media via the watch) during the school day, is likely to have the smart watch confiscated and the same confiscation and collection process as mobile phones will be applied.

Repeated use of an electronic device will be reported to relevant senior staff and a suitable sanction will be issued. A sanction could involve a permanent ban on a pupil bringing the device into school, or other appropriate sanction, up to and including exclusion.

If the mobile phone contravention involves other related misdemeanours, such as rude, argumentative or obstructive behaviour, then additional appropriate sanctions may be applied.

9. Sanctions

Primary

All staff are responsible for setting the tone and expectations for positive behaviour within our school. Relationships with teachers and teaching assistants are vital to proactively manage behaviour.

When there is a breach of school rules teachers will carry out the appropriate actions set out below:

- Highlighting positive behaviours (positive reinforcement)
- A warning and reminder of the expectations for behaviour
- A sanction
- Removal of privilege
- Involvement of Middle/Senior Leaders
- Parental involvement

When there is a serious breach of school rules teachers will refer to the Deputy/Headteacher and this could result in the policy for Suspensions and Permanent Exclusion being implemented.

At Highfield South Farnham School we use CPOMs to record and review all behaviour incidents within the school. The school will use CPOMs to collect data on the following:

- Behavioural incidents (verbal/aggressive/bullying/online/physical/prejudice-related/property abuse)
- Attendance
- Suspensions and Permanent Exclusions
- Special Educational Need or Disability (SEND) support
- Communication with parents or outside agencies.

Recognising the impact of SEND upon behaviour

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

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

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Examples of such measures are listed, but not limited to, below:

- Having an SSA or EHCP plan set out to help reduce triggers
- Having SEND Hot Topic training for staff to help support their understanding in the specific areas
- Use of a designated area at break and lunch to help regulate behaviour and provide a calming environment.

Staff will also use the behaviour chart detailed in Appendix 1 to support decisions regarding sanctions for unacceptable behaviour. This chart is used to support effective decision making and consistency. However individual circumstances will be considered.

Sanctions that may be used and the form of communication:

Sanction	Communication
Suspension	Phone or meeting, plus written letter
Permanent Exclusion	Phone or meeting, plus written letter

Periods of Reflection - Break / Lunch

Pupils can be asked to wait behind for a maximum period of time at break times, lunch time or at the end of the day (maximum 10 minutes) if their behaviour in the lesson prior is judged, in the opinion of the teacher, to be unacceptable. These periods will provide teachers time to address concerning behaviour as well as providing pupils additional opportunity to complete work that was not completed during the lesson time. These periods will not be 'formal' periods of reflection and will be set completely at the teachers' discretion, with no prior notice given to parents. If these occur at a break time or lunchtime, pupils will be provided with adequate time to eat or drink and visit the toilet.

Suspension and Permanent Exclusion

Pupils may face suspension or permanent exclusion for more serious behaviour incidents. Please refer to the Exclusions and Suspension Policy for further detail.

Reintegration Meetings

Following a suspension a reintegration meeting will be arranged with the pupil and parent or carer before 'rejoining the class'. The purpose of the meeting is to review the incident, clarify expectations and identify any further support that may be needed. Depending on the age and stage of the pupil, they may or may not attend this meeting alongside a parent or carer. Please refer to the Exclusions and Suspension Policy for further detail.

10. Screening, Searching and Confiscation

Screening

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Any member of staff may screen pupils.
- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises and/or in lessons. If the pupil continues to fail to comply and the school does not allow the pupil on the premises, the school has not excluded the pupil and the pupil's absence will be treated as unauthorised.

Principles of Searching

- The Headteacher, or a member of staff authorised by the Headteacher, can carry out a search.
- An appropriate location for the search will be found. Where possible, this should be away from other pupils. A search must only take place on the school premises or where the member of staff has lawful control or charge of a pupil, for example on a school trip.
- The member of staff conducting the search must be of the same biological gender as the pupil being searched. There must be another member of staff present as a witness to the search. In exceptional circumstances, there is a limited exception to this rule: a member of staff can search a pupil of the opposite sex and/or without a witness present only: if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same biological gender as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff. When a member of staff conducts a search without a witness, they will immediately report this to another member of staff, and ensure a record of the search is kept.
- A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.
- Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- The member of staff must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs or disabilities (SEND).

Searching with the pupil's consent: banned items

- School staff can search pupils with their consent for any item which is **banned by the school** rules and/or prohibited by law (see list in Section 10). Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out their pockets, or look in the pupil's bag, or through outer clothing when removed, or locker.
- Searches will always be conducted with safeguarding in mind and pupils will always be informed of the reason for the search. Searches will not be conducted if the search would put the pupil at risk and searches will only ever be conducted on outer garments (e.g. bags, pencil cases, pockets, blazers). For more intimate searches, police will be involved, but a member of staff from the school will remain with the pupil and act as an advocate for the pupil (and their well-being) throughout the process, and certainly until another responsible adult (i.e. parent, other nominated close relative or social worker) can be present.
- Searches will always be conducted with at **least two members of staff in attendance**, one of which will be of the same biological gender as the pupil being searched.

- Whilst there is no legal requirement to make or keep a record of a search – good practice means that we, at the School, will always record searches via CPOMS. Details will include time and date of the search, staff conducting the search (there will always be two members of staff present), the reason for, and outcome of the search.
- The school will always look to work in partnership with parents and therefore parents will always be informed of any search for a prohibited item, the reason for the search and the outcome of the search as soon as is practicable.

Searching without the pupil's consent: prohibited items.**

- The Headteacher (and staff authorised by them) has a statutory power to search a pupil or their possessions, without the pupil's consent, where there is a suspicion that the pupil has certain **prohibited items**.** If this is the case the DSL will always be informed given the risk or harm to others with any prohibited item. This will be undertaken via completion on CPOMS.
- Searches can be carried out where staff have reasonable suspicion that items have been used to cause an offence, harm to a pupil or damage to property.
- Parents will always be informed of any search relating to **prohibited items**.**
- If the pupil refuses to be searched or have their belongings searched for suspected prohibited items, the school can ask the parents and/or the police to carry out the search.
- Searches will always be conducted with safeguarding in mind. For example, searches will not be conducted if the search would put the pupil at risk and searches will only ever be conducted on outer garments (e.g. bags, pencil cases, pockets, blazers). For more intimate searches, police will be involved, but a member of staff from the school will remain with the pupil and act as an advocate for the pupil (and their well-being) throughout the process, and certainly until another responsible adult (i.e. parent, other nominated close relative or social worker) can be present.
- Searches will always be conducted with at least two members of staff in attendance, one of which will be the same biological gender as the pupil being searched.
- Searches for **prohibited items**.** will always be recorded via CPOMS. Details will include: time and date of the search, staff conducting the search (there will always be two members of staff present), the reason for, and outcome of the search.
- The school will always look to work in partnership with parents and therefore parents will always be informed of any search for a prohibited item, the reason for the search and the outcome of the search as soon as is practicable.

Other issues pertaining to searches

- Electronic devices including mobile phones can be searched and their data/files searched/erased if there is good reason to do so. This will usually be undertaken in collaboration with parents.
- In exceptional circumstances members of staff may dispose of an image or data on an electronic device 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 DfE guidance issued by the Secretary of State, which states:
    - 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.
    - 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.

- If the member of staff conducting the search suspects, they may find an indecent image of a child the member of staff should never intentionally view the image, and will 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 will confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead.
- 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.
- If the pupil refuses to be searched or have their belongings searched, this refusal will be treated as 'refusing to follow an instruction' and incur the appropriate sanction.
- If a pupil refuses to attend school because they will not allow themself to be searched, it will be recorded as an unauthorised absence, not a suspension.

Confiscation

- The member of staff who has conducted a search for a prohibited or banned item, or an item which they consider harmful or detrimental to school discipline, can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search, as long as it is reasonable in the circumstances. Where any item is thought to be a weapon, controlled drugs or a stolen item, it must be passed to the police, unless there is good reason not to do so, as a result of a 'with consent' or 'without consent' search. The Headteacher will decide when and if to return other confiscated items, in line with the Education Act 2011. All confiscated items will be reported on CPOMS.
- Pupils found in possession of prohibited items may face suspension from the school. Furthermore, any pupil found in possession of an offensive weapon and/or illegal drugs should expect permanent exclusion as a result.
- Pupils who do not relinquish banned or prohibited items (inc. mobile phones) will not be allowed to return to normal lessons until the item in question has been confiscated. Pupils will remain in school during this time and will be isolated with an appropriate member of staff/in an appropriately supervised area. Pupils who do not come to school during this period are not excluded and their absence will be marked as unauthorised.
- Where mobile phones are confiscated, the school will attempt to make contact to report this to the parents so that they can collect the phone. However, all other items that are confiscated, including jewellery will be placed in the school safe and, like the mobile phones can only be collected by parents. However, it will be the responsibility of the child to inform the parent if an item (other than a mobile phone) is confiscated.
- The school reserves the right to only return any confiscated item to the parent and not to the child.

***Banned items at Highfield South Farnham:**

- Cigarettes/tobacco products, including e-cigarettes or other simulated cigarette/nicotine related products
- Chewing gum
- Carbonated drinks and energy drinks high in caffeine content, e.g. Monster, Relentless
- Matches/lighters
- Water pistols or any toy that resembles a weapon;
- Chemical substances other than controlled drugs, e.g. 'legal highs'

- Laser pens; also any other items or materials that are prohibited for children under the age of 16 if the Pupil in question is under the age of 16 that do not appear in the 'Prohibited items' list.

****Prohibited items:**

- Weapons, knives, alcohol, illegal/controlled drugs, stolen items, fireworks/firecrackers, pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of any person.

Items of inappropriate uniform, e.g. jewellery, hoodies, etc, will also be confiscated.

Any item deemed inappropriate for a child to have in school, i.e. by having no purpose for a child in a school setting and/or that has potential to distract teaching and learning, or , in extreme cases, could cause harm to others, is likely to be confiscated. The final decision on this, including the setting of appropriate sanctions, lies with the Senior Leadership Team and Headteacher.

11. Use of restrictive physical intervention

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force; 'reasonable' means using no more force than is necessary.

The Children Services department acknowledges that there may be times when restrictive physical intervention is an appropriate response to the risks present in each situation. The intervention must be reasonable and proportionate in relation to the situation. The force used needs to be in proportion to the risks present and the minimum needed to achieve the desired result. All school staff may use physical control or restraint when a pupil is: (a) committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); (b) is causing personal injury to, or damage to the property of, any person (including the pupil themself); (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Further details of the use of physical intervention including information regarding reporting and recording arrangements can be found in the Restrictive Physical Intervention Policy.

12. Malicious allegations/accusations by pupils against school staff

Allegations of abuse of pupils by school staff are taken seriously and we will deal with any allegation quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Pupils who are found to have made false allegations will/are likely to be sanctioned.

13. Behaviour beyond the school gate

- Where instances of non-criminal unacceptable behaviour by pupils are reported to have occurred whilst the pupils are on the way to/from school/a school activity, they will be dealt with in line with the Behaviour Management policy. The responsibility for administering the appropriate sanction may be delegated by the Senior Leadership Team to a relevant middle leader.

- Where instances of bullying occur, either verbal or using social media, pupils can be sanctioned in the same way as if it occurred within school. The school will support parents with evidence, where available, should they wish to pursue prosecution when bullying and intimidation fails to cease after intervention strategies.
- Where instances of anti-social behaviour have taken place outside school which are clearly associated with and/or threaten the good order/reputation of the school, the Headteacher may take action, up to and including suspending the pupil. This also includes the conduct of pupils in relation to school organised trips and after school activities.

Children educated at an alternative provision

- If available, off-site alternative provision may be used alongside or instead of suspension for those at risk of permanent exclusion, where the full range of in-school interventions has not been effective. Where a pupil is placed at an alternative provision, the school remains responsible for the pupil's behaviour. Sanctions under this policy, including suspension and permanent exclusion, may be applied in response to misbehaviour that occurs at the alternative provision site, in accordance with the DfE's Suspension and Permanent Exclusion guidance (School suspensions and permanent exclusions - GOV.UK)

14. Child-on-child abuse, sexual violence and sexual harassment

Child-on-child abuse can come in many forms and can take place both in and out of school, in person and/or online; these include (but are not limited to):

- Bullying and Intimidation
- Homophobic abuse
- Racist abuse
- Sexual abuse

The school operates a zero-tolerance approach to child-on-child abuse. The school takes all allegations of child-on-child abuse seriously and recognises that 'it could happen here'. The school will ensure that all incidents of child-on-child abuse, including those examples listed above, are met with a suitable response and never ignored. Pupils will always be believed and never blamed. The school will continue to promote the message that abuse of this kind can never be accepted as a joke or banter; indeed, incidents of this nature can never be accepted even where both perpetrator and victim claim that the behaviour was a 'joke'. As such, all incidents will be sanctioned strongly in line with the school's sanction system.

Incidents of sexual harassment might include: making sexual comments, jokes, remarks or taunting towards another, interfering with another's clothing (e.g. pinging bra straps, lifting skirts, pulling shorts down, etc), making unwanted physical contact, upskirting, sexting, etc).

All of these incidents will never be dismissed as 'banter' and pupils will be regularly reminded that being subjected to this type of harassment is not a normal part of growing up. These behaviours will be dealt with in line with the sanctions chart in appendix 1.

Incidents of sexual violence/assault include: rape and other forms of non-consensual penetration are also never acceptable. Where disclosures like this are made, the school will always work with the victim, the victim's family and other external agencies (including the police, Early Help, Children's Social Care, etc), to ensure the best possible support for the victim.

Incidents of homophobia and racism will always be reported. Perpetrators will always be sanctioned in line with policy. Use of discriminatory/prejudicial language sits as a level 10 behaviour. Whilst using this kind of language to directly abuse another is a more extreme behaviour and sits at level 15. These behaviours are not acceptable in our school, and we will never tolerate this type of child-on-child abuse.

In summary, the school's response will be proportionate, considered, supportive, judged on a case-by-case basis, but using the sanctions chart (appendix 1) as the starting point when considering appropriate sanctions. Both victims and perpetrators will be supported – perpetrators will reflect, facilitated by staff, on their behaviour and how their behaviour effects their peers and pupils of all other ages. All incidents of child-on-child abuse will be reported to parents.

Anti-Bullying

Bullying is actions that are intended to be hurtful, and which happen purposefully and on a regular basis. The acronym '**STOP**' (**S**everal **T**imes **O**n **P**urpose) is used by staff in order to help them identify if an incident is considered to be bullying, as opposed to 'falling out' with a friend or relationship issues.

Bullying can be:

- Physical (e.g. hitting, kicking, theft etc.)
- Verbal (e.g. persistent name calling, racism etc.)
- Social (e.g. spreading rumours, excluding from social groups etc.)
- Sexual (e.g. explicit sexual remarks, unwanted physical attention or inappropriate touching)
- Prejudice or discriminatory (e.g. Taunts, gestures or physical abuse focused on a particular protected characteristic)
- Cyber-bullying (via technology or social media)

Pupils may display some behaviours of bullying, which are not considered to be bullying because they do not meet 'STOP' criteria. These behaviours are still dealt with very seriously and will follow school policy on sanctions.

If a staff member suspects that a pupil is being bullied, they need to immediately speak to a member of the middle or senior leadership team. This member of the leadership team will either do, or instruct the staff member to do, the following:

- Implement procedures to confront bullying of any form.
- Listen to all parties involved in incidents.
- Investigate incidents promptly and keep a detailed record on CPOMs.
- Share with parents of the victim and bully, incidents of serious and /or persistent bullying.
- Promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- Promote the use of interventions which are least intrusive and most effective.

A pupil may indicate by signs or behaviour that they are being bullied. All adults should be aware of these possible signs and that they should investigate if a pupil:

- Is frightened of walking to or from their school.
- Doesn't want to go into vulnerable areas of the school i.e. toilets, library, canteen/lunch hall.
- Is unwilling to go to school.
- Becomes withdrawn, anxious, or lacking self-esteem.
- Changes in behaviours.
- Emotional

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Staff should:

- Report bullying incidents to SLT.
- Once a bullying accusation has been made, a record will be recorded on CPOMs.
- In particular cases parents should be informed and will be asked to come into a meeting to discuss the problem.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- An attempt will be made to help the perpetrator change their behaviour.
- If necessary and appropriate, police will be consulted.

The perpetrator may be asked to genuinely apologise. Other consequences, such as those in our behaviour policy, may take place:

- ELSA intervention is considered.
- Involvement of external agencies.
- Liaison with parent/carer/social worker.
- In serious cases, suspension or even permanent exclusion will be considered.
- If possible, the pupils will be reconciled.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

15. Training

The Local Governing Body will ensure that the Senior Leadership Team will provide appropriate high-quality training on all aspects of behaviour management to support the implementation of the policy.

The Senior Leadership Team will ensure all staff are aware of different forms of child-on-child abuse and understand their responsibility to report this and support victims of this abuse.

Staff will also be trained to use the policy effectively, to provide consistency within the school's behaviour management process.

16. Involvement of outside agencies

The school works inclusively with external agencies and seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

If a pupil is continuously disruptive and fails to respond positively to the support structure offered within school and, in a leader's professional judgement, the pupils' parents are not able/willing to provide the necessary support, the relevant external agency will be contacted and the matter discussed. Relevant middle and senior leaders will then discuss the pupil and the support available from the external agency with the Headteacher/designated Senior Leader who will decide how to proceed.

17. Review

The Headteacher will undertake an annual systematic monitoring and review of the behaviour management policy and procedures in order to evaluate it and ensure that the operation is effective, fair and consistent. The Headteacher will keep the Trust and Local Governing Body informed. The Trust Board will review this policy on an annual basis to ensure its continuing effectiveness and impact.

Appendix 1 – Sanction Process Chart

Stage 1: Reminder (Led by Class Teacher or Most Appropriate Adult)
- Calm, private reminder of expectations
- Clarify which rule has been breached
- Provide opportunity to correct behaviour
- Use restorative language

Stage 2: Sanction (Led by Most Appropriate Adult)
- Proportionate and linked consequence
- Short restorative reflection
- Record if required

Stage 3: Removal of Privilege
- Time-limited removal of specific privilege
- Clear plan for earning privilege back
- Restorative conversation

Stage 4: Middle / Senior Leader Involvement
- Formal restorative meeting
- Behaviour action plan
- Identify triggers and unmet needs
- Consider pastoral or SEND support

Stage 5: Parental Involvement
- Phone call or meeting
- Agree joint strategies
- Monitor and review impact

Serious Breach of School Rules

Immediate Referral to Deputy Head / Headteacher
- Parents informed immediately
- Investigation undertaken
- Risk assessment completed
- Possible suspension or implementation of exclusion policy

Relational Principles Underpinning the Process

- The most appropriate adult leads wherever possible
- Regulation before reasoning
- Repair before consequence
- Dignity maintained at every stage
- Behaviour is viewed as communication
- Sanctions are proportionate, predictable and restorative