

**Brinscall St John's C.E./ Methodist
Primary School**



**Behaviour and Relationships
Policy**

Date of policy: Spring 2026

Date approved by Governing Body:

Review date: Spring 2027

Vision and Mission Statement:

Shine with the light of Jesus – Matthew 5:14-16. You are the light of the world.

Within our school family, everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

We hope for each member of our school family to understand how much they are loved by Jesus, so we can each flourish, and shine His light out into the world around us by the way that we live.

As the DFE state, *'All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.'* Our school's Christian values underpin the relationships in school and the behaviour that can be seen.

Rationale and research:

DFE, *Behaviour in Schools, Advice for headteachers and school staff*, February 2024

EEF, *Improving Behaviour in Schools*, Oct 2021

EEF, *Improving Social and Emotional Learning in Primary Schools*, Oct 2021

EEF, *Metacognition and Self-regulated Learning*, Oct 2021

DFE, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*, August 2024

DFE, *Searching, Screening and Confiscation Advice for Schools* July 2022

Within this policy, the phrase 'Teachers' relates to the person with class responsibility i.e. Higher Level Teaching Assistant (HLTA), Teaching Assistant (TA) or Trainee Teacher. 'Headteacher': in the absence or unavailability of the Headteacher then the most senior member of staff in school will assume this role. 'Staff' refers to any employee of school working with children.

Linked policies:

SEND policy

Exclusion policy

Marking and feedback policy

Equality and Diversity policy

Child protection and safeguarding policy

Bullying policy

Mobile Phone policy

Online Safety policy

Purpose:

Brinscall St John's CE/Methodist Primary School aims are embedded within our Christian vision - 'Shine with the light of Jesus', our Vision and Mission Statement and Gospel values. At our school, we seek to provide a safe, caring and stimulating environment for our children.

We aim to provide opportunities to enable our children to experience life in all its fullness through a curriculum which is rich in opportunities to enable children to 'Shine with the light of Jesus' by:

- Keeping ourselves healthy as God's Holy Spirit lives within us.

- Widening the arts and cultural experiences for children, by developing links for the delivery of a broad and balanced curriculum.
- Knowing about, marvelling at and taking care of God's world.

Considerations

Understanding Behaviour

Children's behaviour can reflect a complex range of emotions, stimuli and communications. Staff within our setting will strive to understand the reasons behind a child's behaviour wherever possible, as '*know[ing] and understand[ing]...pupils and their influences*' is key to effective behaviour management, as identified in recent EEF research. Also identified is that children benefit from routine and predictability, and understanding that adults will behave in a consistent way towards them.

Positive relationships

A relational approach to behaviour is considered throughout school. Research shows that investing time and resources into improving relationships in school leads to positive outcomes around inclusion, engagement and achievement. Our school vision, to 'Shine with the light of Jesus', expresses the desire for children to be enabled to be the best version of themselves, which requires nurture, empathy and for children to feel safe. Within this, undesired behaviour will have consequences, and these will be clearly linked to the nature and outcomes of the behaviour, with a focus on understanding the behaviour and repairing relationships (see 'restorative approach'). It is understood that consistency in behaviour does not always mean responding the same way to each child or behaviour, but in a way that is consistent to our values and beliefs.

Our school rules, chosen by our School Council, are:

- Shine with the light of Jesus
- Be respectful
- Help everyone enjoy school

These rules are explicitly taught and children are taught how these rules reflect our desire to have a happy, safe environment for everyone.

Proactive strategies

Whilst some aspects of behaviour can only be addressed as they arise, many instances of negative behaviour can be addressed proactively through effective teaching of positive or desired behaviours. EEF research into metacognition indicates that children who are explicitly taught learning skills and social and emotional learning skills demonstrate better outcomes in these areas. As such, classes in our school are explicitly taught our school rules (see above) and how they might look throughout the school day. Other aspects of positive behaviour and relationships are proactively taught throughout the curriculum, for example in setting expectations for paired work, as well as explicit teaching through PSHE.

Behaviour and SEND

Children with identified SEND are entitled to the same '*dignity, kindness and respect*' as their peers. However, dependent on their additional needs, adjustments to expected behaviour and routines may be needed. As noted by the DFE, '*Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.*

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.'

At Brinscall St John's, we endeavour to support all individuals with their needs, including their behaviour. Where a pupil has identified SEND needs, likely triggers for challenging behaviour will be identified and pre-emptively addressed as far as possible. If negative behaviour occurs, it is for the class teacher (with the support of the SENCo/SLT) to decide to what degree SEND has impacted behaviour and work together with the pupil to take next steps to prevent recurrence. If frequent negative behaviour incidents occur, the SENCo will be consulted and parents informed of this. It may be that a meeting is held to discuss next steps and adjustments needed.

Where behaviour may be indicative of an undiagnosed SEND need, the class teacher will consult with the SENCo and parents as to the next appropriate steps in managing any additional needs identified. An Individual Needs Plan (INP) may be issued. This is not part of any disciplinary process, but is instead a document designed to help support positive behaviour for children with SEND. This may contain advice and targets issued by medical professionals or strategies to help regulate emotions and behaviour.

An understanding of SEND in terms of the differences between us is fostered in the children at our school and we celebrate difference and promote inclusion.

Leadership and Management:

Senior management are responsible for:

- Setting high expectations for every pupil and promoting a supportive and high-quality learning environment, where the standard of behaviour expected by the whole school family is modelled and implemented within day to day practice.
- Appointing adults who meet health and legal employment requirements, including DBS clearance.
- Endeavouring to ensure our staff are sympathetic to our Christian ethos, aims and purposes of our school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, religion or belief, sex and sexual orientation.
- Being proactive in providing regular behaviour management training for our staff.

- Applying appropriate rewards/sanctions to complement the distinctive Christian ethos and to encourage Christian behaviour in our school.
- Promoting a whole school culture where calm, dignity and structure encompass every space and activity.
- Treating all reports of bullying seriously.

Expectations:

Our Behaviour Policy is based around positive reinforcement and respectful relationships. Staff model and establish clear expectations for manners, good behaviour and respect. They constantly praise children for their good behaviour and manners.

In order for good behaviour to happen it is important that:

Staff:

- Recognise and reward good behaviour in a variety of forms which may include:
 - academic achievement or attainment;
 - compassion and empathy for others;
 - forgiveness and willingness to resolve issues/correct mistakes;
 - exercising self- control;
 - contributing positively to school life by 'shining with the light of Jesus'.
- Use praise frequently in the classroom and this far exceeds the level of negative comment.
- Build positive relationships with children in their care, setting clear boundaries and ensuring a shared understanding of expectations.
- Establish and explain classroom rules on a regular basis in conjunction with pupils. These define what is acceptable behaviour and consequences if rules are not adhered to.
- Support and explicitly teach regulating emotions.
- Avoid any stereotyping/labelling of pupils, which has no place in our school.
- Use language to correct behaviour which labels the behaviour, and not the child.
- Remain objective and do not allow personal feelings or any prejudice to influence their treatment of a pupil so that pupils are dealt with fairly.
- Act as positive role models in their professional relationships with each other and the pupils within their care.
- Establish and model politeness towards others to help pupils understand basic manners and respect.
- Act as professionals and do not allow emotions to interfere with their treatment of a situation.
- Monitor any behaviour concerns and where appropriate work closely with home to support children struggling with aspects of their behaviour in school.
- Act to prevent unkind behaviour/bullying incidents through proactive teaching, for example during PSHE lessons, by talking about issues that may arise between pupils which might provoke conflict how to develop good relationships and how to show respect to one another.

- Encouraging children to show remorse and apologise for any negative behaviours displayed. Every opportunity will be given to make amends and help children to understand their mistakes. We encourage children to show forgiveness when an apology has been offered, in line with our Christian values.

Pupils:

- Aim for the highest standards of personal behaviour, and understand that they are responsible for their own behaviour both inside school and out in the wider community.
- Value the recognition given by the reward system.
- Have the opportunity to celebrate and share their success with others including fellow peers and parents.
- Understand that they will be forgiven and given a chance to restore relationships in the event of a misdemeanour, but that are consequences to their behaviour choices.
- Understand that they will not be prejudged and will be listened to by an adult in school.
- Engage with teachers and others in promoting good behaviour in the school, and know that they can report any unacceptable behaviour to a member of staff. This includes complying with any sanctions received.
- Understand that serious misbehaviour that jeopardises safety will not be tolerated.
- Work to regulate emotions and respond calmly, supported by taught strategies and strong relationships with staff.
- Ask for help and expect to be supported if they are finding any aspect of school difficult.

Parents:

- Support school's vision and values
- Promote good behaviour
- Work alongside school to recognise achievement and celebrate success.
- Communicate with school any factors that may impact their child's attitude and behaviour in school (for example, if there has been a disruption to home circumstance)
- Report any issues to the class teacher (via Arbor) as swiftly as possible

Reward Systems

Rewards in school are designed to motivate and encourage pupils on an individual or group basis for recognition and reward and to recognise and reward outstanding behaviour. At Brinscall St John's CE/Methodist Primary School we understand that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again.

Brinscall St John's CE/Methodist Primary School rewards pupils' good behaviour, attitude or work in school using a number of different methods. Teachers may implement different types of rewards as they see fit with approval from the Headteacher, and the following rewards are used:

- Children may also be awarded stickers or another small award by any member of staff who is impressed by the child's behaviour, attitude or work in school.
- Our Welfare Team award stickers each week in recognition of a range of positive behaviours.
- A child may be asked to visit the Headteacher or to take their work to look at. The Headteacher will then reward children with praise and stickers.
- Team points are given for positive attitudes, behaviours and efforts, including for good work (relative to the child's age and previous work).
 - These team points are totalled weekly
 - The winning team each week gets an additional session on the adventure trail and their colours on the trophy for the week
 - The winning team each half-term gets a non-uniform day
 - ⊖ A board will be placed in a central area with each team's progress.
 - Individual children within each class get a reward for reaching a targeted number of team points each week.
- Children will be allocated a team upon entry to school. These are called Lions, Jaguars, Tigers and Panthers. Siblings will be placed within the same team. (Team names currently under review.)
- Each week, one child from each class will be awarded a Headteacher Award Certificate. This is selected by the class teacher for a reason of their choice. This certificate will be presented in our celebration worship on a Friday afternoon. The winner of this award enjoys certain privileges for the week, as chosen by the children. This is reviewed annually with the School Council as representatives of pupil voice.
- An award is also presented to children who are witnessed by adults in school to be 'Living the Values'. This award is also presented weekly at our celebration worship on a Friday. This award is given to children who have been seen to be living out their Christian values in daily life (this may on occasions be one of the school values). Children can be nominated by any member of staff or visitor for their outstanding behaviour in modelling Christian values. The winner of this award enjoys certain privileges for the week, as chosen by the children. This is reviewed annually with the Shining Flames as representatives of pupil voice.
- Parents will be notified on a Thursday, by Arbor, if their child is due to be presented with one of the above awards during Friday celebration worship.

Types of Negative Behaviour

Behaviour at Brinscall St John's CE/Methodist Primary School is generally very good, but as noted in DFE guidance, *'even successful schools need to be continually working to maintain high standards of behaviour'*. As such all staff working with children are expected to be observant and use policies and procedures to maintain a safe and happy environment at our school. Below is definition and examples of negative behaviour.

Low-level behaviour concerns

The following behaviours are those that do not represent an immediate direct risk to the child or others, but hinder or disrupt the learning and wellbeing of others in school.

Lack of Engagement/Effort

Although children at Brinscall St John's CE/Methodist Primary School generally have a fantastic attitude towards their learning and are eager to engage with their work, sometimes a little bit of additional encouragement is needed to remind children to be more involved with their work.

Where a child is not meeting expectations due to lack of engagement in a task, the teacher will identify this first with the pupil and discuss why this may be. If a solution can be found, all reasonable efforts will be put into place to make this work. If issues persist, the teacher may ask the child to complete/re-attempt work within their playtime and will contact parents if this happens frequently (more than once a week) to establish if any further support is needed.

Low-level disruption

All children have the right to be able to learn within the classroom and feel secure and confident in their work. Where a child's behaviour prevents this, for example, shouting out, talking/causing distraction, denigrating others' work, this impacts the learning and wellbeing of other children in the classroom.

Low-level disruption can take different forms and is relative to the task, lesson and age of the pupils. For example, it is acceptable in many lessons for peers to speak amongst themselves, move around the room to collect resources or take part in directed tasks, but there are other times this may not be appropriate, for example when receiving instruction from the teacher. The child's age and understanding of their actions is considered when addressing this, with the focus being on how our actions impact others and how we can manage this positively.

Children engaging in low-level disruption will be dealt with as detailed further on in this policy under 'procedures for managing negative behaviour'.

Serious behaviour concerns

These are behaviours that present an immediate risk to a child, staff or property.

Where there are safeguarding concerns, staff should maintain an attitude of 'it could happen here' and follow the relevant policies including: Safeguarding and Child Protection Policy, Child-on-child Abuse Policy; Bullying (Anti-Bullying) Policy and Exclusion Policy.

Child-on-child abuse is defined as abuse between children under 18 years of age. Child-on-child abuse is any form of abuse that intends to hurt others. It could happen within children's relationships, friendships or within wider child associations.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. Our staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature, many of which are listed in Appendix 2 (Types of Abuse).

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

Please see Appendix 2 for further information and definition.

Please note that some behaviour out of school can result in sanctions within school or further action being taken by the school. Please see appendix 2 for details.

Procedures for managing negative behaviour

For low-level concerns, start at step 1. For more serious behaviour issues, start at step 3.

Step 1

Where a low-level behaviour concern is raised, staff will give the pupil a clear warning. This will be phrased appropriate to the age of the child, but will identify the targeted behaviour and requested positive behaviour, for example, 'This is a warning about shouting out. Please put your hand up if you wish to talk to me.'

De-escalation strategies will be followed, which may include some of the ideas listed below, in an attempt to diffuse the situation. For example:

- Staff present their responses calmly and using a modulated, low tone of voice.
- Use of simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at adults.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Use language carefully and clearly, avoiding emotive phrases and over-use of language.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

If this behaviour repeats within a relevant timeframe (dependent on behaviour), children will move on to step 2. If it does not, staff will do their utmost to use positive reinforcement to acknowledge the pupil's effort.

Step 2

If the behaviour persists, the member of staff in charge of the class will speak to the child individually. This will be indicated verbally to the child in an appropriate way, for example, 'You are continuing to shout out. We are trying to put our hand up to speak. Please come and speak to me at

[time].’ The member of staff will identify the next suitable period of time to speak to the child about their behaviour and try to understand the reasons behind it using a restorative approach (see Appendix 3). This may be during a playtime to minimise the disruption to learning for the pupil and peers. If playtime is missed due to behaviour issues, this time will be used to constructively work to support more positive behaviour going forwards or to make up for the consequences of negative behaviour, for example, missed work. This may involve the pupil completing a reflection on their behaviour (see appendix 4) either independently or alongside an adult, depending on the age of the child and the circumstance. The member of staff will work with the pupil to identify clear steps forward. This will involve steps where pupils can have positive behaviour recognised and rewarded and staff will ensure that pupils have a clear understanding of their behaviour, its impact, and expectations. Where there are persistent issues with behaviour that do not seem to be improving, a member of staff will endeavour to contact parents or carers of the child to gain their perspective on issues raised and work collaboratively to support positive outcomes. If this behaviour repeats within a relevant timeframe (dependent on behaviour), children will move on to step 3. If it does not, staff will do their utmost to use positive reinforcement to acknowledge the pupil’s effort.

Step 3

After an incident of negative behaviour, which cannot be resolved through classroom management strategies and/or de-escalation described in Step 1, or are of a more serious or repetitive nature, then the following actions are implemented:

1. A member of staff will accompany the pupil to a senior member of staff to discuss the impact of their behaviour, and any incidents which have occurred. In the first instance, this will be Mr Lewis (Deputy Headteacher) or Mrs Rounding (Assistant Head). For more serious negative behaviours, or where the previous staff are unavailable the children will be accompanied to the Headteacher immediately, or in their absence (or if they are immediately unavailable) the most senior member of staff in school. A member of staff who witnessed the negative behaviour, or had it reported to them first, will record the incident and ensure that appropriate staff are informed. **Children must not be sent to the Headteacher /senior member of staff unaccompanied – and an agreement must be made between staff when it is a convenient time to discuss.** (If a member of staff is not available to accompany the child, due to limited staffing, then a child may be sent to the school office to request help). Removal from the classroom as a sanction is only for a serious disciplinary issue and will be reported to parents the same day wherever possible by the member of staff who has sent them out of class. *(This is to be distinguished from working outside the classroom for other reasons, for example group work, SEND, management of sensory needs, or to regulate emotions or protect a child’s dignity if there is a personal issue.)*
2. The Headteacher/senior member of staff will investigate the incident and decide the next steps to be taken, including notification to parents of either the victim or the perpetrator.
3. If the Headteacher deems the incident to be serious, repetitive or more challenging and has (or potentially may) cause harm to others they will inform the pupil’s parents and invite them to discuss the incident. Parents will be made aware that a repeat occurrence may result in the pupil being monitored with an Individual Behaviour Plan (IBP).
4. If a pupil already has an IBP this will be reviewed as necessary.

5. Victims of any challenging behaviour will be offered support and discussion with a member of staff that they trust and feel comfortable talking to.

Should a child reach this stage, the member of staff in charge of the class will contact parents the same day, or as soon as reasonably possible to do so to inform them of the incident and outcome.

Step 4

Individual Behaviour Plan:

Please note that this is different and separate from an Individual Needs Plan, developed as part of SEND provision.

An Individual Behaviour Plan (IBP) (see example in Appendix 1) may be developed for any child for a set period of time as determined by the Headteacher. If the pupil demonstrates any unacceptable behaviour during this time, their teacher, or member of staff present for the poor behaviour that occurs either outside or inside the classroom, will record their comments in their IBP, as well as following the steps identified previously. It will be clear within the contract to whom the pupil is reporting and how the pupil is being supported and by whom. External agencies may be consulted for support. Parents will be informed if this is to happen.

An agreement will be made between every child who has an IBP as to the number of times this is reviewed, as well as when the child will present their IBP to the Headteacher for comment and review.

If the Headteacher is not satisfied with the improvements to a pupil's behaviour during the specified period, the duration of the IBP may be extended.

Pupils and their parents are usually involved in the development of a IBP, with review dates set and its effectiveness monitored. If a child's behaviour doesn't improve, then the Headteacher will consider whether the child should be excluded in line with the school's Exclusion Policy and determine the length of the exclusion.

The school will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential additional needs for support.

Step 5

Should a pupil's behaviour present a clear threat to the wellbeing of others or themselves, or there be an incident of very serious nature, exclusion may be considered. Exclusions rarely happen in primary schools. At Brinscall St John's CE/Methodist Primary School, only the Headteacher or a person acting as Headteacher in their absence may exclude a pupil. The Headteacher decides whether to exclude a pupil for a fixed term or permanently, in line with the school's Exclusion and Suspension Policy, after taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Additional information

Positive Handling/Use of Force/Restrictive Intervention/Seclusion

Please see 'Restrictive Intervention' Policy.

All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. At Brinscall St John's CE/Methodist Primary School we employ a wide range of strategies to promote good behaviour and to de-escalate situations in order to prevent the need to use force. Unfortunately some situations may occur where reasonable force may be required and on these occasions the advice provided within the DfE document 'Use of reasonable force – advice for Headteachers, staff and governing bodies (July 2013 – reviewed July 2015)' will be followed.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether this is necessary and would only use this with the intention of protecting the child from seriously harming themselves or others or seriously damaging property. Before physical restraint is applied all strategies of behaviour modification and diffusion should be attempted. It should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Only minimum and proportional force should be applied. If restraint does have to be used on a child it will be viewed by the school as serious and all necessary steps will be taken to try to prevent the situation happening again. Parents will always be informed in writing on the same day. At St John's, we have 'Team Teach' trained members of staff who can be called upon to assist where possible should physical force be required.

If a pupil is secluded (not allowed to leave an area, i.e. classroom), the same as above will be applied. Parents will be informed in writing on the day.

Criminal law

It is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence for example under the Protection from harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order act 1986. For example under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender. If school feel that an offence may have been committed they may elect to seek assistance from the Police but any reference to the police should only be undertaken with the agreement of the Headteacher.

Pupil confidentiality

It is important to note that in any cases of altercations between pupils, pupil confidentiality will be upheld and parent/carers of each child will not receive any information about any sanction given to a child other than their own. In this instance parents should be reassured that the school's behaviour policy and procedures have been followed and implemented.

Searching, screening and confiscation

Confiscation

School's general power to discipline enables staff to confiscate, retain or dispose of pupil's property as a disciplinary penalty. This will be exercised should an item be deemed unsafe or disruptive during the school day.

Should pupils possess certain items, or give staff reason to believe they possess certain items, staff may need to conduct a search. Below are details as to what this may involve.

When a search may happen:

The "Searching, Screening and Confiscation Advice for Schools" (DFE, 2022) is followed at Brinscall St John's. Please see that document for full details regarding school's duty to search, screen and confiscate. Below are the key points that school adheres to. The advice states:

- Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.
- 'Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy)'.
- A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- Prohibited items, as set out in "Searching, Screening and Confiscation Advice for Schools" (DFE, 2022):
 - A. Knives and weapons
 - B. Alcohol
 - C. Illegal drugs
 - D. Stolen items
 - E. any article that the member of staff reasonably suspects has been, or is likely to be used:
 - a. to commit an offence, or
 - b. to cause personal injury to, or damage to property of; any person (including the pupil).
 - F. an article specified in regulations:

- a. tobacco and cigarette papers;
- b. fireworks;
- c. pornographic images

In addition to the above, Brinscall St John's CE/Methodist Primary School prohibits:

- Mobile phones (see below)
- Smart watches that have internet connectivity with search capacity and/or ability to send messages within school
- Makeup, including lipbalms, etc.
- Medicines of any sort (including over-the-counter items and things like Locketts, etc.)
- Any electronic devices such as personal tablets and laptops

There are limited circumstances in which the above may be allowed but only if agreed in advance by the headteacher.

In addition, parents are strongly discouraged from sending children in with personal effects, such as toys, even if they do not breach the above rules, unless for a specific purpose, i.e. show and tell.

Anything sent in is not school's responsibility if lost. Any items that involve trading, for example football cards, are children's personal responsibility. Any items brought in that cause disagreements or negatively affect behaviour will be confiscated by a member of staff for the remainder of the day and then sent home.

Before a search

Should a search be required, 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. When exercising their powers, schools 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 (SEN) and making reasonable adjustments that may be required where a pupil has a disability

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. Parents will be contacted immediately to inform them of the situation. A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not to search for items which are identified only in the school rules. See positive handling/use of force for details as to how this decision will be made on a case-by-case basis.

During a search

Any search will take place in an appropriate location. This should be away from other pupils and only on school premises or where the staff member has lawful control or charge of the pupil, for example on a school trip.

The search must be conducted by a member of staff of the same sex as the pupil, with another member of staff present to witness. The limited exceptions to this rule are if the member of staff carrying out the search reasonably believes that there is no practicable way for this to happen **and** they reasonably believe there is a risk of serious harm if the search is not carried out urgently. Should this happen, they should immediately report this to another member of staff and ensure a record is kept.

What can be searched

A member of staff may search a pupil's outer clothing, pockets, possession, desk or lockers. No clothing can be required to be removed other than outer clothing. Outer clothing means any item of clothing not worn wholly next to the skin, or immediately over any garment that is being worn as underwear, as well as hats, shoes boots or scarves.

Possessions is defined as 'any goods over which the pupil has or appears to have control - this includes desks, lockers and bags'. These can only be searched in presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Members of staff may not conduct strip searches. Should this be necessary, this must be conducted by the police. School will not undertake this step unless there is risk of immediate harm, and where reasonably possible, staff will inform parents in advance, and will always inform parents after. There are procedures that police and school must follow in this instance, detailed in "Searching, Screening and Confiscation Advice for Schools"(DFE, 2022)

After a search

Regardless of items found or not found during a search, school will consider the reasons and outcome for the search and offer appropriate support to pupils.

The DSL/Headteacher will always be informed of a search and the outcome of it. All searches will be recorded and detail:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Parents will always be informed of any search, and the outcome of the search, including items confiscated and sanctions applied.

The power to discipline beyond the school gates

Teachers have a statutory power to discipline pupils for negative behaviour outside of the school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances to such an extent as is reasonable. The pupil may be disciplined for any misbehaviour when the pupil is:

- Taking part in any school organised or school related activity;
- Travelling to or from school;
- Wearing the school uniform;
- In some other way identifiable as a pupil at the school.

The pupil may also be disciplined for misbehaviour at any time whether or not the above conditions apply that:

- Could have repercussions for the orderly running of the school;
- Could negatively affect the reputation of the school;
- Be identified as a form of abuse (including child-on-child or sexual abuse);
- Pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The same principles and sanctions that are outlined for the management of behaviour in school will be applied in accordance with the severity of the behaviour.

Any bullying, or abuse, witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy/Child-on-child Policy/Safeguarding and Child Protection Policy and discussions held with the parents of the child.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the school's Complaints Procedure and Policy.

Online behaviour

As noted in the government's guidance to school on behaviour, sanctions and exclusions, behaviour outside of school can result in a sanction, including online behaviour. *"Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable...Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:*

- *when taking part in any school-organised or school-related activity;*
- *when travelling to or from school;*
- *when wearing school uniform;*
- *when in some other way identifiable as a pupil at the school;*
- *that could have repercussions for the orderly running of the school;*
- *that poses a threat to another pupil; or*
- *that could adversely affect the reputation of the school.*

(Behaviour in schools: advice for headteachers and school staff, Feb 2024 DfE)

“Schools may sanction pupils if their online behaviour is threatening or causes harm to another pupil. They may also sanction a pupil if their behaviour online impacts the school environment.”

[\(<https://www.gov.uk/school-behaviour-exclusions/exclusions>\)](https://www.gov.uk/school-behaviour-exclusions/exclusions)

Behaviour outside of school, whether online or in person, that is raised in school and causes concern will always be communicated with parents.

If behaviour outside of school, including online behaviour, is raised as an issue school, the school will take action according to the rest of this policy depending on the severity of the behaviour. If the behaviour presents safeguarding concerns, such as threatening, prejudicial or sexualised behaviour online, the DSL will consider whether the matter needs to be referred to social services or the police. Any such decision will always put children’s welfare first.

The following will always be treated as safeguarding concerns immediately:

- Threats of violence or self-harm
- Sharing or requesting sexual images or content involving children
- Hate-related language targeting a person’s race, religion, disability or other protected characteristic
- Contact with unknown adults, or signs of grooming behaviour
- Any content suggesting a child is, or is at risk of, being abused.

Mobile phones

Use of mobile phones by pupils within school day is strictly prohibited. If a pupil requires a mobile phone for medical reasons, this is kept under supervision of an adult working in class and the pupil is to hand the phone in upon entry to school. If a pupil has a phone for any other reason, it is to be handed in at the school office upon entry to school and collected at the end of the day. Phones should not be brought to school without agreement from school. This applies to phones regardless of whether they have a SIM card/internet connectivity. This also applies to any other electronic device in school, e.g. laptops or tablets. Please see mobile phone policy for further information.

Strategy for maintaining the effectiveness of the Behaviour Management Policy

- To ensure that the governing body is aware that this is a policy that will be scrutinised by the OFSTED and faith inspectors.
- That the school has the responsibility for appointing a member of staff to co-ordinate the policy.
- That the Governing Body give minuted approval annually.
- That there are regular reports to Governors on the efficiency of the policy and the outcomes.



Appendix 1: Individual behaviour plan
Brinscall St John's CE/Methodist Primary School



'Shine with the light of Jesus'

Pupil name:		Class:	
What do I need to do to 'Shine with the light of Jesus'?			
How will I be supported meeting these targets?			
How will I know that I'm meeting these targets?			
What will happen if I meet my target?		What will happen if I don't meet my target?	
Signed by (adult)		Signed by (pupil)	

Appendix 2: Definitions and types of abuse

Types of Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive.

Child-on-child abuse

Child-on-child abuse is most likely to include, but may not be limited to:

- *bullying (including cyberbullying, prejudice-based and discriminatory bullying)*
- *abuse in intimate personal relationships between children (also known as teenage relationship abuse)*
- *physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm*
- *physical assault and harm, or the threat of harm with a weapon*
- *harmful sexual behaviour, including misogyny, sexual violence and sexual harassment. Any such incidents will be treated as extremely serious and reported to governors, parents, and appropriate external agencies.*
- *consensual and non-consensual sharing of self-generated intimate images and/or videos including those generated using AI e.g. deepfakes. Any such incidents will be treated as extremely serious and reported to governors, parents, and appropriate external agencies.*
- *causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party*
- *upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.*
- *initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).*

The definitions above are from 'Keeping Children Safe in Education 2026.' Some have been paraphrased for brevity.

Sexual abuse

Sexual violence and sexual harassment can occur between two children of any age and gender and sexually harmful behaviour from young people is not always contrived or with the intent to harm others.

Sexually harmful behaviour may include:

- inappropriate sexual language;
- inappropriate role play;
- sexual touching;
- sexual assault/abuse;
- up-skirting – this is a criminal offence.

Bullying

Please see the Anti-Bullying policy for a full definition of bullying. Children at St John's are taught about what bullying is, and how this differs from fallings out or one-off incidents. Bulling is repeated and intentional harming of one child by another child, or by a group of children, that involves a power imbalance. Bullying can happen face-to-face or online. Online bullying is the use of technology (e.g. social media, gaming, text messages, e mails) to harass, threaten or intimidate someone. Online bullying can take many forms and can include:

- abusive or threatening texts, emails or messages;
- posting abusive comments on social media sites;
- sharing humiliating videos or photos of someone else;
- spreading rumours online;
- prank calls or messages, including anonymous messages.

All negative behaviours in respect of safeguarding (including Child-on-child and Sexual Abuse) and bullying are reportable as serious negative behaviours and MUST immediately be discussed with the Designated Safeguarding Lead (DSL): Mrs Joanna Owen (Headteacher), or one of the Deputy DSLs: Mr Andrew Lewis, Deputy Headteacher; or Mrs Elin Rounding, Assistant Head.

On occasions where there are other instances of negative or poor behaviour by a child, this is taken seriously and dealt with immediately, usually by following the steps and processes below.

Appendix 3 – the restorative approach

This is a way in which pupils will be encouraged to think about, and take ownership of, behaviour that has had negative consequences. This will generally be a structured discussion around the action(s) led by the member of staff responsible whilst the behaviour happened. It will be adapted to best suit the child's age and understanding, but will follow the following structure:

1 – Identifying the incident.

The child will work with the adult to identify the behaviour(s) that have led to a negative outcome.

2 – Identifying why the behaviour was exhibited.

The adult and child will discuss what the child was thinking/feeling at the time the behaviour occurred, and why that may be.

3 – Identifying our feelings now.

The adult will ask the child how they now feel, and how they now feel about the behaviour.

4 – Identifying who was affected.

The adult and child will consider the impact of the behaviour and how other people in the same space may have felt.

5 – Identifying how we can make things right.

The adult and child will discuss how the issue may be resolved. This may involve an apology, making up for lost learning.

6 – Identifying how to avoid this in future.

After the above, the adult and child will discuss how this behaviour will be avoided in future. This may involve identifying the triggering emotion and offering a different outlet, a change in seating, or anything that is practical and does not impact the learning and wellbeing of others.

Appendix 4 - example of reflect and restore

This is what happened...
This is why it happened...
This is what I can do to help make it better...
This is how I can be helped...