



Behaviour for Learning Policy

Policy Area	Behaviour
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Status	Approved
Category	School Specific
Implementation Date	Autumn Term 2025
Review Cycle	Annual
Next Review Date	Autumn Term 2026
Related Policies/ Documents	

Document control

Date	Version	Comments
May 2023	V1	Approved
October 2025	V1	Approved

Table of Contents

Aims of the Policy	3
Expectations	3
Policy Implementation	3
Behaviour expectations	4
Graduated approach	4
Restorative discussion	5
Additional Info	5
Rewards	6
Suspension and exclusion	6
Bullying	6
Prohibited items and searches	7
Law relating to searches	7
Searches without consent	8
Searches with consent	9
Extent of search	9
Confiscation of articles	9
Disposal or retention of articles confiscated from students	9
Drugs	10
Confiscation of drugs	10
Malicious accusations against staff	10



Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To reflect the school and Trust core values of 'Community, Integrity, Respect, Resilience, Excellence'

Expectations

Learning is of great importance and pupils learn best in a safe secure environment, free from disruption.

- We believe in early intervention: being pro-active rather than reactive.
- We believe that praise is the most powerful form of influencing children's behaviour.
- We aim for all our pupils to leave us as mature young people, able to act and interact in all social settings in an excellent manner that reflects their core values of integrity and respect. We believe that they will be intrinsically motivated to do the right thing.
- All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning.
- We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision-making and expectations plays an important part in helping pupils understanding of why certain behaviours are expected and in turn help them to make positive decisions around their own conduct as we prepare them for life and learning.
- Instilling and developing characteristics and values that will allow pupils to be successful learners and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

Policy Implementation

Principles to follow:

- Behaviour management requires consistency – if it is not challenged, it is condoned.



- Poor behaviour is not taken personally. There is a reason for every behaviour and it is the responsibility of staff to work out what that reason is and how to positively change the behaviour.
- Be a role model at all times. In this way, staff exemplify high expectations, which others will then follow.
- Behaviour is the responsibility of **every** member of staff, regardless of role within the school.
- Praise in public, reprimand in private.

All staff will implement the behaviour for learning policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

The Head of School will ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents (CPOMS/ SIMS), reporting to governors and parents when required.

Pupils are expected to take control over their behaviour and be responsible for the consequences of it.

Behaviour expectations

Children at Clapham and Patching are expected to be

- Kind
- Ready
- Respectful
- Safe

Graduated approach

Step 1	A non-verbal warning is appropriate for low level disturbance e.g. eye contact or repositioning the child.
Step 2	Using the script: Discussion (done quietly or one to one in private space). I saw/heard you chose to..... This behaviour is not (choose and insert kind, ready, respectful, safe). <i>Give example of past good behaviour – this is the behaviour I expect from you. If no previous examples, then an explanation of what you want to see.</i> Think carefully about what you're doing – I know you can make better choices.
Step 3	Using the script: At Clapham and Patching we are kind, ready, respectful and safe. I saw/heard you chose to..... This behaviour is not (choose and insert kind, ready, respectful, safe). <i>Explain why it is wrong.</i> This is the second time I have spoken to you. You will have time to think.
Step 4	Using the script: You are still choosing to..... and not being (choose and insert kind, ready, respectful, safe). You will need to stay behind at the end of the lesson so we can talk about your choices.

	If break or lunchtime, this would be a five minute 'time in' – with the adult and looking for good examples of behaviour and discussing what needs to happen next.
Step 5	Using the script: You need a timeout/calm down outside the classroom. You are still not being (chose and insert kind, ready, respectful, safe). I will come and talk to you when I am ready to/at lunchtime.
Step 6	If in the classroom and the child is putting themselves and/or other in physical danger, send another member of staff to get the head of School

Restorative discussion

Example script to use after the lesson or behavioural incident:

(Name)... when you.... (isolate behaviour) I feel..... Instead, you need to because.... let's have a think about how you can fix it... Thank you (name). Let them know you care.

Additional Information

Between each step we look to reengage and refocus. Professional judgement is required for when to skip steps, for example, if a child has physically assaulted another child. For some children, bespoke behaviour plans and / or reward charts will be used. Ensure good communication and handover between adults and there is consistent intervention when a rule is broken. Communication with parents / carers is also important so that messages from school can be appropriately reinforced at home. Along with these messages, it should be noted that it is just as important to make adults at home aware of positive occasions too and celebrate successes. (See 'Rewards')

If the aforementioned steps are not having a positive impact on the child's behaviour, any of the following may apply:

- Meeting / phone call with class teacher
- Meeting / phone call with Head of School
- Meeting with the Head of School – parents and staff meet and discuss further strategies.
- PSP meeting – a formal meeting between the class teacher / Head of School, child and parent. This meeting may also involve the SENDCo and support from outside agencies
- Governors Behaviour Panel – Pupils who persistently breach the policy will attend a meeting with the Head of School and a Governor, together with their parent. They will be expected to account for their behaviour and agree, with the adults present, what improvements need to be made. The child and parent should be made aware that should the child's negative behaviour not improve, the child will be at risk of permanent exclusion.



It should be noted that bespoke behavioural plans may be developed and implemented for some children who require a personalised approach.

Rewards

Dojo Points and stickers	These are used to develop positive team spirit within class and the school as a whole. Points and stickers can be given to individuals for effort in their work or for showing positive behaviour.
Weekly certificates	Certificates can be awarded to children in each class at the weekly Celebration Assembly. The teacher needs to be able to explain succinctly the reasons for the certificate and how they relate to the behaviour expectations.
Phone call home / face to face discussion with parent	This is to recognise and celebrate good behaviour or significantly improved behaviour.

Other class-based rewards may be used in class to recognise positive behaviour, for example, raffle tickets, pasta in a jar etc.

Reward should never be removed. If a child misbehaves, the behaviour script should be used. If individual reward charts are used for specific children to promote good behaviour, these need to be designed with the individual's interests / motivations in mind.

Suspension and exclusion

The following types of behaviour are felt to be those that might reasonably lead to suspension or permanent exclusion from school:

- Physical violence to staff and/or pupils;
- Threats of physical violence to staff and/or pupils, or in some other way risking the safety of staff or pupils;
- Serious or persistent bullying or racial/sexual intimidation;
- Serious damage to school property;
- Serious and persistent disruption to pupils' learning, including rudeness and disobedience

Bullying

Bullying is a form of anti-social behaviour that the school considers inappropriate and unacceptable in all its forms. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim.



We take any form of bullying very seriously and act promptly to eradicate it. We will always investigate allegations of bullying and take whatever action is found to be necessary. Through assemblies, circle time, our RHE curriculum and our School Council, pupils are encouraged to report any bullying that they suffer personally, or witness, to any adult whom they trust.

Prohibited items and searches

Law relating to searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in

Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies. This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”).

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Consequently, it may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. If an item is not listed in the school's behaviour policy under this heading, then a search cannot be conducted without consent from the pupil. Consequently, it is vital to include any specific banned item not on the DfE's standard list in the school's policy if it is likely to cause a problem to maintaining order in the school to the extent where a search without consent may be needed.

Only the Head of School or a member of school staff authorised by the Head of School, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Head of School or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.



Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, South Down Education Trust staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations, where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Mobile phones
- knives or weapons
- alcohol
- illegal drugs
- drugs paraphernalia
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.



Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Head of School may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the 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.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

The school will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'



(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school should take into account guidance issued by the Department for Education. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Malicious accusations against staff

The school takes very seriously any accusation or complaint made about a member of staff. If parents / carers are concerned, please see either the Head of School or Vice Head of School s. The Chair of Governors can be contacted via the email address: msomerset@claphamandpatching.co.uk

The power to discipline beyond the school gate



The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school, and that broad definition should be included to give the school maximum control over issues such as bullying. Consider whether there are specific circumstances that should be included such as cyber-bullying.