

BEHAVIOUR AND RELATIONSHIPS POLICY

April 2025

1. Introduction

This policy is a statement of the aims, principles and strategies for the whole school (universal) provision in terms of rewards and sanctions, the provision for those requiring a higher level of support and the provision for those with the highest level of social, emotional and mental health needs. This policy is a response to the Education and Inspections Act 2006 and Education Act 2011, which refer to good behaviour and discipline in school and the statutory powers for teachers and certain other school staff to discipline pupils. The approaches described aim to provide a safe, positive, calm and purposeful environment in which children can be successful learners.

2. Rationale

The staff and governors at Withinfields Primary School believe that knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities, and reinforces our understanding that learning happens across the whole day, enabling pupils to develop their social and emotional learning and apply skills that are vital for healthy development. We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and to differentiate their relationship with children to support their development.

Emotional and learning behaviours are at the heart of our behaviour procedures and approaches. We use our understanding of social and emotional development and learning within all our approaches to behaviour.

Our expectations, the rules that underpin them and rewards and sanctions around behaviour are revisited and reviewed at regular intervals and agreed by all. We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this, we aim to ensure resilience, good mental health, and a readiness to learn.

The uniqueness and diversity within our staff, pupils and parent body is valued and celebrated. We make provision for developing the emotional learning of all our pupils, but most particularly for its most vulnerable students and those with diverse needs. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning, and learning how to communicate responsibility for one's own feelings. The school climate aims to create a shame-free learning zone. Responsibility for one's own learning is prized. Independent, resource-based, and collaborative learning are encouraged. It is understood and accepted that all learners have their own emotional needs and these can be addressed as a part of promoting learning. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

The policy reflects our school aims of fairness, friendship, happiness, trust, respect and forgiveness, and our school motto of "It's okay to be different".

3. Objectives and Principles

The Policy aims to:

- promote quality learning experiences.
- build an atmosphere of mutual respect and cooperation between all children, staff, parents, governors and the wider community.
- promote increased self-esteem as this affects all thinking and behaviour, and impacts on learning and performance.
- provide positive everyday experiences so that our children are more likely to reach their full potential.
- ensure that all children are treated fairly and consistently in school in terms of rewards and consequences.

The Governing Body agrees with the following behaviour principles:

At Withinfields Primary School,

- everyone has a right to be listened to, to be valued, to feel and be safe.
- everyone has the right to be treated with kindness and respect
- everyone must be protected from disruption or abuse.
- every child has the right to learn, but no child has the right to disrupt the learning of others.
- the fundamental approach is a positive one, drawing attention to and rewarding good behaviour and mutual respect through positive, respectful relationships between all stakeholders.

- it is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life and will understand their role and responsibilities in relation to the Behaviour and Relationships Policy.
- we will seek to give every child a sense of personal responsibility for their own actions.
- all staff understand that behaviours that challenge are a form of communication and often express an unmet need or safeguarding concern.
- we will communicate expectations of behaviour clearly. The PRHE curriculum, assemblies and wider curriculum design is developed to promote positive behaviours and to teach pupils effective learning behaviours and effective self-regulation strategies.
- relationships with families are fostered to support pupils with their behaviour needs and to ensure families receive the support required, and communications with families regarding behaviours is conducted positively, professionally and supportively.
- where there are significant concerns over a pupil's behaviour, we will share the strategies we use with parents, working on an active partnership to promote good behaviour.
- early support and intervention will be prioritised and developed to meet the needs of pupils and their families.
- key staff are trained in the use of 'reasonable force' within the Team Teach Behaviour Management guidelines, in line with the Behaviour and Relationships Policy.
- the policy outlines the school's position in relation to suspension and exclusions and the processes involved in these.

This policy also links to the school's [Anti-Bullying policy](#).

4. Approaches

4.1 Personnel involved in implementing this policy

All members of the school family are responsible for the positive behaviour and discipline of our children and the fostering of positive relationships. This includes, but is not restricted to, staff, parents, carers, governors, outside agencies and the children themselves.

All members of paid staff in school are responsible for the implementation of this policy and the strategies described. Teaching students should also implement the policy when it has been fully discussed with them by the classteacher. Any other work experience students or volunteers should refer to the teaching staff when they witness children who they feel need rewards or sanctions or when they have concerns about a child.

The policy is incorporated into the school's induction procedures when it will be explained and a copy provided.

4.2 Universal systems for promoting positive behaviour

Positive behaviour and learning should be self-motivated and this is best encouraged through our rewards systems: Class Dojo points; stickers; verbal praise; written praise; inclusion on the positive incident record, which results in a visit from the Headteacher; and Good News Assembly.

4.2.1 Dojo System

Credits can be awarded by any member of staff to any child that is either demonstrating positive learning, behaviour or acts demonstrating the school values and motto. One dojo is given for each act or piece of work. These are recorded on the ClassDojo system. As children receive a certain amount of dojos, they will receive an award which they are allowed to wear as part of their school uniform.

Certificate	Number of credits	Prize
Bronze	60	Bronze pin badge
Silver	140	Silver pin badge
Gold	240	Gold pin badge
Platinum	360	Platinum wristband

4.2.2 Stickers

In addition to giving credits, each member of staff may provide rewards in recognition for positive behaviour, learning or acts in the form of stickers particularly for the younger children. These are given as an instant reward for a particular act or attitude and can be given directly to the child or on the child's piece of work.

4.2.3 Verbal praise

Verbal praise is given to children in a variety of ways. This may be:

- on a 1:1 basis
- in front of the class/another class/school to encourage others to follow the role model

Praise is specific so that the child understands why they are receiving praise and is therefore more likely to repeat this. This may also be reported to parents and carers so that they can reinforce this at home. All members of staff are responsible for giving praise for good behaviour, learning or acts demonstrating the school's values, particularly at lunchtimes, playtimes and while children are moving about school.

4.2.4 Written praise

Staff utilise green pen to provide positive feedback within written work on a regular basis. Staff may also send messages to parents and carers outlining positive behaviour, learning or acts which demonstrate our core values.

4.2.5 Inclusion on the positive incident record

If a child has demonstrated work or an attitude or behaviour of a particular high standard, they may be included on the positive incident record, which results in a member of the Senior Leadership Team visiting them to compliment them on their actions. They may be given a Headteacher's award sticker or other reward.

4.2.6 Good News Assembly

Each teacher chooses two children from their class to be congratulated in Good News Assembly through our Endeavour Awards. Class teachers seek the cooperation of teaching assistants and midday supervisors in awarding children an Endeavour Award. Reasons for congratulating pupils which are more difficult to expand on / discuss are kept to a minimum, e.g. *Worked hard this week*. Specific work or attitudes are more likely to encourage the child to repeat the same level of effort etc. Where possible, the teacher brings work with them to share with those in the assembly if appropriate. Teachers complete a record of children that have been given an Endeavour Award to ensure all children are congratulated throughout the year. Messages inviting parents to these assemblies are sent as soon as the pupils have been identified. Consideration is given to children who find public displays of praise difficult to manage whereby the pupil may choose not to come to the front of assembly to receive the certificate or may choose not to be in the assembly and receive their certificate separately.

4.3 Universal processes which teach Positive Behaviour and emotional literacy

4.3.1 Good manners

Children are taught to move around the school sensibly and quietly so as not to disturb others. Children are taught to be polite at all times including the use of please and thank you, allowing others to pass in corridors etc and holding doors for others. Specific praise and rewards are given to those children behaving positively or displaying good manners to promote these behaviours to others. Staff should model the manners that are expected of the children.

4.3.2 Calm Club

Children who are struggling to manage their behaviour during lunchtimes in the playground, or who find the outdoor space too overwhelming for their social, emotional or mental health needs, may request or be given a pass to 'Calm Club'. This club is based upon children being encouraged to participate in calm activities and have informal discussions with members of staff.

4.3.3 PRHE

The PRHE curriculum teaches children about positive relationships and respect for others in an annual cyclical manner. We aim to allow pupils to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others, nurtured through our expectations of a member of TeamWithinfields. We teach pupils how to communicate their thoughts and feelings in a way that is beneficial now and in their adulthood.

4.3.4 Classroom management and relationships

We strive to create a school community which embodies our aspiration to build a nurturing, caring ethos which permeates our school environment. We place relationships as the cornerstone for pupils to thrive, both academically and in relation to their wellbeing. Relationships and a young person's sense of safety and security are placed at the heart of classroom management. Our approach encourages nurture, respect and empathy, even when a young person is presenting with behaviours that feel challenging. Individual circumstances are taken into account and a sense of community and belonging is promoted. Staff at Withinfields are expected to use an appropriate, calm tone of voice when communicating in school. Raised voices and shouting is not considered appropriate in supporting children who may already be in a state of dysregulation and can negatively impact on children who have experienced domestic abuse or other Adverse Childhood Experiences, even if it is not directed at them personally.

4.4 Levels of Behaviour

4.4.1 Green behaviour

Green behaviour is positive behaviour which leads to a calm, purposeful and supportive environment.

4.4.2 Low level behaviour

Low level behaviour which is not acceptable is recorded on a class record held on Google Drive. Low level behaviour includes but is not limited to: disturbing others' learning, interrupting others, not playing fairly with others, not wearing school uniform without permission, not following adults' instructions, running in the building, refusing to complete work set and speaking in a disrespectful manner towards others. The class teacher takes responsibility for reflecting with this child at an appropriate time when they can spend time doing this in a meaningful way. All staff in school are able to add children to the low level behaviour class records.

4.4.3 Serious incidents

Behaviour which is unacceptable, goes against our core values and is more serious is recorded on the Serious Incident Record on Google Drive. Serious behaviour incidents include but are not limited to: persistent disruption to

others' learning; and disrespect towards others, including prejudice-related incidents and behaviour which is unsafe or impacts on the safety and wellbeing of others including fighting, and hurting another child physically or emotionally. Children whose name is recorded on this record spend time at lunchtime reflecting with a senior leader. Senior leaders may also spend time investigating the circumstances of the situation to ascertain whether other children were also involved. The consequence relating to the behaviour is discussed with the child as well as any reparatory acts that need to be taken. The reason that the behaviour is unacceptable is discussed with the child and the impact that it may have had on other people. The discussion may also lead to identification of an unmet need or a difficulty with a particular situation or activity which can lead to changes to provision and planning.

The following principles are considered during the reflective discussion:

Principle 1: Building relationships, empathy and a feeling of safety take precedence over other means of discipline.

The root of "discipline" is the word disciple, which means "student", "pupil", and "learner". A disciple is not a recipient of punishment, but one who is learning through instruction (Siegel and Payne Bryson, 2018).

Principle 2: Discipline represents an opportunity to teach and nurture.

Principle 3: We aim to understand the function behind the behaviour.

Principle 4: The pupil is separate from their behaviour.

Principle 5: Routines help people to feel safe, but some pupils need differentiation within an overall structure.

A record is made of the content of the discussion and consequence, then the record is copied on to a child's individual record. Parents may be informed of the incident and content of the discussion.

Where children are regularly displaying behaviour which is more serious, parents are invited into a meeting initially with the classteacher and subsequently with a senior leader if the behaviour does not improve. The meetings include a summary of the behaviour, possible reasons for the behaviour and potential solutions. The possibility of suspension or exclusion may be discussed by senior leaders and plans should be put in place to avoid this and to secure improvement.

4.4.4 Serious breaches of the school expectations

If an incident occurs which is a serious breach of the school's rules and expectations and has put a child or adult in a dangerous situation, the child should be referred to the headteacher or in the headteacher's absence, the deputy headteacher. A brief verbal account should be provided by the member of staff reporting the incident but this should not be done in front of the child to prevent further shame or risk of dysregulation, and the verbal account should be followed by a recording on the serious incident record.

Depending on the nature of the incident, Senior Leaders will make a decision about whether this is likely to result in a suspension or exclusion or whether it can be addressed in a similar way to serious incidents. Parents or carers will be informed.

The record should be added to the child's individual behaviour record.

4.4.5 Possible universal consequences

The class teacher will issue a consequence which is reasonable and proportionate to the circumstances of a low level incident. Consequences may involve:

- an individual plan with clear consequences;
- removal of playtime/s or lunchtime/s;
- removal of privileges;
- removal of permission to play in particular zones in the playground.

The headteacher, deputy headteacher or member of staff authorised by them will issue a consequence which is reasonable and proportionate to the circumstances of a serious incident or serious breach. Consequences may involve:

- any of the consequences above;
- internal isolation or withdrawal from the classroom;
- withdrawal of access to the school IT system (if the pupil misuses it by, for example, accessing an inappropriate website);
- withholding participation in a school trip or event that is not an essential part of the curriculum;
- confiscation of an item (following the [Searching, Screening and Confiscation advice for schools](#) guidance);
- off-site direction;
- a fixed term suspension or permanent exclusion (decision to be made by the head or in their absence the deputy following the [Suspension and permanent exclusion guidance](#)).

Where a child is removed from a classroom for serious disciplinary reasons, the head teacher should be informed and their removal should allow for continuation of education for them. This may differ to the mainstream curriculum but should still be meaningful for the child. Removal should be considered a serious sanction and should only be used once other strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. The time spent out of the classroom should be recorded on the serious incident record. If the child has a social worker, they should be

informed of their removal. Removal is different to the use of separation spaces where children may go to regulate their emotions or because of identified sensory overload as part of a planned response.

4.5 Provision for those requiring a higher level of support

At Withinfields, we recognise that some children may need more support than others to ensure that their behaviour meets the school's expectations and so that they are able to develop positive relationships. This may be due to a Special Educational Need or Disability, Adverse Childhood Experiences, temporary emotional difficulties due to particular circumstances or another trauma-based difficulty. We consider that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

If children are found to be repeatedly displaying inappropriate behaviour, teachers are to consider whether they need further support with their behaviour and self-control. In this instance, the class teacher should meet with the child's parents so that an individualised approach can be determined in consultation with the child themselves, the class teacher and their parents. Where strategies or approaches are particularly successful, these may be added to a child's One Page Plan. Where strategies are not successful and interventions have not had a positive impact, referrals may be considered to outside agencies for additional support.

Staff intervention to support the regulation of behaviour is based on pupils' level of development and understanding. Interventions necessary to help regulate and develop behaviour positively are designed using restorative principles and through restorative approaches. We believe that 'interventions' which are restorative by nature are unique learning opportunities. There are many opportunities when restorative approaches can be used, providing an alternative to punitive sanctions, which are unlikely to 'change' the behaviour. Furthermore, restorative approaches allow for taking focus away from the behaviour displayed but looking at the social and emotional impact on both victim/s and perpetrator and looking beyond what is displayed, exploring antecedents and providing an opportunity to develop skills and understanding of how to minimise the behaviour communicated. By adopting restorative approaches, interventions are more likely to reflect the nature of the class, group and individual.

Interventions may include:

- planned support strategies, including modelling & coregulation, sensory breaks/circuits, mentoring, movement breaks, interoception work, use of key workers, and calming strategies/techniques designed to build trust, such as the PACE approach.
- planned opportunities to reflect on behaviour (including positive behaviour) using restorative approaches in Room for Reflection.
- verbal and non-verbal communication to demonstrate mood, facial expressions, body language, and hand gestures.
- positive reinforcement, unconditional positive regard, and bespoke positive reward charts.
- consistent modelling of positive behaviours and desired behaviours from all staff.
- opportunity for pupils to remove themselves from a situation if anxieties / frustration becomes increased.
- social development opportunities, including Sulp programme, friendship groups and empathy groups.
- explicit teaching around social interactions, managing emotions and resolving social challenges through specific interventions: Language for Emotions, Language for Thinking, Socially Speaking, Mr Goodguess, Anger Gremlin, Lingo social communication, Zones of Regulation, and social stories / comic strips.

On occasions, children may need to be removed from a situation due to their own safety or welfare, or the safety or welfare of others. We have key staff trained in the use of positive handling through Team Teach. Team Teach training, in the theoretical aspects of behaviour management and positive handling strategies, ensures that staff are informed and confident in delivering a holistic and whole school approach to behaviour management. Restrictive physical interventions are a very small part of this training and only used as a last resort in order to keep everyone in school safe. Staff may only use restrictive physical interventions whilst their training is up-to-date. It must be noted that Team-teach techniques always seek to avoid injury to pupils and staff, but it is possible that bruising or scratching may occur accidentally and these are not necessarily a failure of professional technique, but a regrettable and infrequent side effect of ensuring that pupils remain safe.

Where children have been involved in physical intervention, parents and carers will be informed.

4.6 Nursery and Reception

Systems used in EYFS class will be appropriate to the age of the children and will promote positive behaviour while ensuring that children understand what is acceptable and unacceptable behaviour. The teachers and support staff should be consistent in their approaches to behaviour management. The behaviour expectations and consequences can be amended to match the prevalent behaviour at that current time. Consequences are mainly focused on immediate response and within the EYFS setting unless a more serious consequence is necessary.

4.7 Playtime/ Lunchtime Rules

The following rules are designed to keep children safe in the playground:

- Children are not to climb on, stand on or walk on any wall in the playground.
- Children shouldn't play on the steps or ramp areas.
- When children are let out to play, they should move into the designated playing zones.

- Children should not go on to the grass without an adult's permission.

If a child does not stick to these rules, the adult should warn the child and remind them of the rules. If they persist, the adult on duty should place them on the class behaviour record or serious incident record depending on the circumstances.

For indoor playtimes, children may play with games and activities approved by the teacher. They must tidy up when asked.

4.8 Inappropriate substances/items

Children are not allowed to bring the following substances/items to school and children or their belongings may be searched if they are suspected of having these items in school. If a child is found to have one of these items, it will be recorded as a low level incident, serious incident or serious breach as relevant to the item. The incident may be reported to the police and/or Children's Social Care if appropriate. The prohibited items are:

- Chewing gum
- Sharpies or other permanent markers
- Tippex or correction fluid
- Solvent-based pens/markers/spray paint
- Weapons, replica or toy weapons, or items which could be used as weapons or to commit an offence
- Alcohol and illegal drugs
- Stolen items
- Tobacco, cigarettes or vapes
- Pornographic, nude or semi-nude images or videos
- Laser pens or devices
- Lighters or matches

The headteacher, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item as set out in legislation or any item identified in the school rules as an item that may be searched for. Headteachers can and should identify mobile phones and similar devices as something that may be searched for in their school behaviour policy.

Mobile phones should only be brought to school by children in Y5/6 who walk home without an adult. Mobile phones are to be handed in at the beginning of the day and collected by the child at the end of the day. Children found to have a mobile phone during the school day will be recorded on the serious incident form. The only exception to this is when a child has a medical condition where they need access to their phone where adjustments or adaptations to this policy will be assessed.

Large amounts of cash or valuable items should not be brought to school. If these are brought to school by a child, they remain the responsibility of the child. Staff will not be responsible for the loss or damage of any of these items.

4.9 Health and Safety

The Health & Safety of all pupils, staff and visitors is paramount. The school operates a policy of Zero Tolerance which states:

It is the policy of Calderdale MBC NOT to tolerate violence or aggression, whether it be verbal or physical, on these premises and grounds. Any form of abuse will result in action being taken.

This is displayed in the entrance area to school. Violent and aggressive incident forms will be completed by any member of staff who is the victim of a violent and aggressive incident and these are handed to the headteacher.

4.10 Discipline whilst off the school site or outside the school day

The same rules and expectations apply when children are on educational visits, at events off site including sporting events or during extra-curricular activities and Out of School Club. There may also be further rules specific to the venue or activities involved which have been identified through the risk assessment process. These will be articulated to children before the activity starts and at appropriate points throughout the activity. Where children's behaviour warrants it, children will be removed from activities rather than them compromising the health and safety of themselves or others. They may also be removed if their behaviour is causing the reputation of the school to be harmed.

When considering whether action should be taken, when children are off site, the following objectives will be considered:

- to maintain good order on transport, educational visits or other experiences;
- to ensure that the health and safety of pupils, staff or members of the public is not affected;
- to provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;
- to provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

With regards to the behaviour of pupils outside the school day, when not on school premises, children are reminded that they are representing the school whenever they wear our school uniform. If incidents occur that we are informed

about, outside the school day, we may record this as a serious incident and record it as such if the reputation of the school or the welfare of another person has been affected. This will be in consultation with parents and carers.

4.11 Behaviour incidents online and via mobile communication

The school educates the children about staying safe online as part of their curriculum but sometimes children interact negatively online or via mobile communication. This mostly takes place outside school hours and off the school premises and parents and carers are responsible for this. However, often incidents that occur online will affect the school culture. We will apply our behaviour systems when a pupil's behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. If we do not feel that school should be involved but are given information about inappropriate online behaviour or bullying, we will inform parents and carers so that they are aware.

Inappropriate behaviour online may include bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment. This behaviour may involve a safeguarding concern and therefore the DSL (or deputy) should be informed so that they can take a lead on the situation, following guidance from Keeping Children Safe in Education (KCSIE).

If a child is found in possession of a mobile phone or device capable of taking images or videos, the device will be confiscated. If it is suspected that images or videos have been taken or recorded during the school day, the head teacher, deputy or a member of staff they have authorised may examine the device's data, images or videos and delete any data, images or videos if the continued existence of the data or file is likely to continue to cause harm to any person.

If a member of staff suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy) as the most appropriate person to advise on the school's response. This [guidance](#) will be used to determine any action taken and whether a referral to the police or Children's Social Care is necessary.

If we suspect or are made aware of a pupil acting in a criminal way online, we will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action we take does not interfere with any police action taken. However, we retain the discretion to continue investigations and apply our behaviour systems so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make, in tandem, a report to local children's social care. As set out in KCSIE, in most cases, the DSL (or deputy) would take the lead in this situation.

4.12 Confiscation

The Education and Inspections Act 2006 provided the overall power to enforce disciplinary penalties including the use of confiscation. This includes the seizure, retention and disposal of certain items. A teacher may only seize, retain or dispose of a pupil's property if he or she has the authority to do it. The Education and Inspections Act 2006 provides that authority when the confiscation is a lawful disciplinary penalty. For the confiscation to be lawful it must be proportionate, necessary in a democratic society and in pursuance of a legitimate aim. In school, the aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other pupils to be educated. Proportionality is dependent on the value of the property. For example, disposing of chewing gum is a proportionate response whereas destroying a mobile phone which a child was found in possession of is not lawful. Seizing the phone and returning it at the end of the day is more likely to be a proportionate response.

Staff should remember that items that have no or little value may have emotional value to the pupil and therefore staff should establish if this is the case before disposing of any item.

If confiscating jewellery or items of clothing, appropriate regard to whether the item in question has religious or cultural significance to the pupil and should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, staff should ensure that if an item of clothing or jewellery is confiscated, this is done by a teacher of the same gender as the pupil and with another staff member present where possible. If this is not possible due to the gender of teachers in the school, the headteacher should be present when confiscation takes place.

Any items confiscated to be returned to the child should be kept securely until their return at the end of the day. For items of obvious value, they should be locked either in the school safe or in the headteacher's office. If similar items have been confiscated from a number of pupils, staff should ensure that they are labelled in a manner which will make it clear who each item belongs to without damaging the property.

If an item of obvious value is confiscated, parents should be contacted so that they can decide if the item is to be

returned to the child or whether they wish to make arrangements to pick up the item themselves. Similarly, if an item is confiscated which could pose a health and safety risk, parents should be contacted to enable them to arrange for the item to be collected by a responsible adult. Some items, e.g. weapons, may be given directly to the police with parents informed of the school's actions in writing.

The headteacher is the only member of staff who is able to search suspected pupils for knives or other weapons without consent under the power of Section 550AA, Education Act 1996: inserted by Section 45, Violent Crime Reduction Act 2006. However, if it is felt necessary for a pupil to be searched for (say) illegal drugs or stolen property, that should be done by the police rather than school staff. A pupil might be reasonably asked to turn out their pockets or to hand over an item which is causing a disturbance, and the school might use its legal power to discipline if the child refuses to cooperate.

4.13 Suspensions and Exclusions

Suspensions and exclusion of pupils is not covered by the general power to discipline. This is because it is already covered by separate legislation, which reserves the power to apply this particular sanction solely to the headteacher or, in the absence, the acting head teacher. The school only uses exclusion and suspension as an absolute last resort but on occasions it is necessary. The school follows up-to-date Department for Education guidance when considering exclusions. At the time of the policy being written, this was the [appropriate guidance](#).

4.14 Equal Opportunities

The school has a policy of inclusion. All children will be treated fairly and equitably. This includes all children regardless of any protected characteristics that apply to them. Children with Special Educational Needs and/or Disabilities will have Individual Development and Learning Plans and/or One Page Plans. This policy has been devised and is monitored to ensure that it does not impact disproportionately or unfairly on any pupil within the school.

4.15 In-service staff development

Where linked to the School Improvement Plan, in-service training relating to trauma-informed practice, Special Educational Needs and/or Disabilities, behaviour, discipline and anti-bullying will be provided. All staff will be invited to such training. If relevant to performance management targets, or as part of professional development, individual members of staff may be asked to attend Continued Professional Development opportunities.

4.16 Complaints

If a pupil, parent or carer feels that the measures or sanctions in this policy are unfair or have been unfairly applied, they can lodge a complaint through the school's complaint procedure. A copy of this can be requested via the school office or found on the school website.

5. Monitoring and Evaluation

The Senior Leadership Team will monitor the implementation of the policy through the behaviour records, suspension and exclusions data and individual children's records. The monitoring of particular children will be carried out where the policy does not seem to be supporting a child's emotional literacy, self-regulation or appropriate behaviour.

6. Review

The policy will be brought to the attention of the whole school family at least once a year, usually at the beginning of the year. It will be available for staff on the shared drive of the school's server. It will be included in the Staff Induction packs for new staff, work placement students and volunteers and will be published on the school website.

This policy will be formally reviewed in April 2026 or earlier if felt that this was necessary.

Appendix 1 Zero Tolerance

VIOLENCE AND AGGRESSION

IT IS THE POLICY OF CALDERDALE MBC **NOT** TO TOLERATE VIOLENCE OF AGGRESSION, WHETHER IT BE VERBAL OF PHYSICAL, ON THESE PREMISES AND GROUNDS

ANY FORM OF ABUSE WILL RESULT IN ACTION
BEING TAKEN