



Powick Church of England Primary School



Behaviour Policy

Reviewed: July 2026

Review Date: September 2028



Powick CE Primary School

'Embracing Learning Together'

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.





Policy Aims

At Powick CE Primary School we aim for every member of the school to feel valued and respected, and be treated well and fairly. Our Christian vision expressed as 'Embracing Learning Together' aims to guide our children towards loving and caring for each other and playing their part in strengthening our friendly, school community.

Our behaviour policy is therefore designed to support the way members of the school can work and play together through respectful relationships. It promotes positive behaviour between peers and aims to promote an environment where everyone feels happy, safe and secure.

The policy has a positive and inclusive approach to managing behaviour. We will treat all children fairly and apply this policy in a consistent way. We believe strongly in the importance of promoting and praising good behaviour and this is addressed through our school Christian ethos and vision and our curriculum. All staff will clearly state how they want the children to behave rather than issuing negative statements. If necessary children will be given clear warnings and reminded that they are responsible for their own choices and actions.

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

➤ [Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education 2026](#)

[Suspension and permanent exclusion guidance](#)

[Use of reasonable force in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

➤ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

➤ Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

➤ [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Roles and Responsibilities



The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly



- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

Rewards

At Powick CE Primary School we recognise the importance of praising achievements and effort in work as well as acts of kindness, thoughtfulness and helpfulness. All of the adults at school use praise and rewards consistently and regularly. Rewards include:

- Verbal praise and recognition
- Sharing work with another member of staff or the Headteacher
- Class Dojo points and earning badges
- Stickers
- Values Tokens
- Star certificates
- Values certificates
- Powick Proud Class Award
- Verbal comments to parents in person or on Class Dojo
- Whole class rewards at the discretion of the teacher

Sanctions

Good behaviour is the expectation at all times and is consistently rewarded. However, we believe that children should understand that poor behaviour choices will result in a sanction.

Stage 1



- At a time when a child is making a poor choice, they will be reminded of the school expectations, (displayed in each classroom) and, if appropriate asked to think about their behaviour.
- If a child continues to display inappropriate behaviour a warning will be given with an appropriate sanction: *This is your second warning. If you continue to ... you will ...*
- Sanctions will include moving places/completing work at break time/missing five minutes' playtime. This is a verbal warning names will not be recorded publicly.
- If the behaviour continues they will incur the sanction which they were given in the second warning. The sanction given verbally will always be consistent with the sanction that occurs and this will be applied at the earliest possible time. (eg. immediately, at the next break time)

Sanctions incurred at Stage 1 will be for behaviours such as:

- Frequent calling out
- Answering back/poor attitudes
- Lack of effort
- Low level disruption
- Unkind words
- Running in school
- Not following instructions first time
- Talking in assembly
- Spoiling others games at playtime
- Going in the shed without authorisation
- Incorrect use of playtime equipment

If behaviour is disturbing learning, a child may be removed from the classroom to either spend time in a neighbouring class or to see a member of the Leadership Team.

Stage 2

For serious breaches of behaviour, or if poor behaviour persists following several warnings, children will miss minutes of their playtime/lunchtime with a member of the senior leadership team. Where a consequence involves a pupil missing part of a break or lunchtime, the length of time will be proportionate to the behaviour displayed and determined by staff based on the nature and seriousness of the incident.

When deciding on an appropriate consequence, staff will take into account the individual circumstances of the pupil, including age, developmental stage, any identified SEND, known vulnerabilities, and whether the behaviour may be linked to an unmet need. Consequences will be applied fairly, consistently and reasonably, whilst recognising that some pupils may require adapted approaches to support positive behaviour and successful reintegration into learning.

Children will be asked to reflect on their poor behaviour choice, the consequences of their actions and what the school can do to help them make the right choices using a widget 'Reflection booklet'. A further sanction such as not taking part in a school trip, playing for a school team or missing part of



the end of term treat may also be imposed as appropriate. Parents/carers will also be notified should a child receive this sanction.

Sanctions incurred at Stage 2 will be for behaviours such as:

- Physical violence
- Defiance
- Vandalism
- Swearing
- Spitting
- Racist, sexist, homophobic or discriminatory behaviour and or comments
- Theft
- Fighting
- Persistent poor behaviour

Serious breaches of behaviour at playtime or lunchtime will result in a stage 2 sanction and the loss of the remainder of the playtime or lunchtime.

All forms of bullying will be dealt with seriously and following the Anti Bullying Policy.

Stage 3

- Following repeated disruptive behaviour (eg. 3 stage 2 sanctions in a half term); parents will be contacted and expected to work in partnership with the school.
- The child will receive a Behavioural Support Plan or Pastoral Support Plan which will be discussed and written with parents at a mutually convenient time and which will be reviewed fortnightly up to a total of 6 weeks. The plan may remain in place and be reviewed less frequently eg. Monthly as behaviour improves but requires regular communication.
- These plans will consist of targets based on the school expectations and may include a weekly timetable which will be completed on a daily basis by the class teacher or other appropriate adult.
- When a child has achieved their targets or followed school expectations successfully the day will be coloured green.
- If this has not been the case the day will be coloured orange/red along with an explanation for this decision.
- At this stage, school may also seek support from other agencies within Children's Services.

In exceptional circumstances where there is a continuation of bad behaviour or lack of cooperation in improvement, school may exclude the pupil. Exclusions can short term or permanent.

Fixed Term and Permanent Exclusions



Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

If the headteacher decides to suspend or exclude a pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Further information and guidance, including the right to appeal an exclusion, can found in the schools **Exclusion Policy**.

Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- The school has a zero tolerance approach to sexual harassment and sexual violence and all reports of such will be met with a suitable response.
- **Please refer to our child protection and safeguarding policy for more information**

Reasonable force



There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

While all staff have this power, some staff, especially those who work closely with pupils who might show challenging behaviour, are more likely to need to use it than others.

We will ensure staff are adequately trained and that risk assessments are carried out where necessary.

Please see Powick Restrictive Interventions policy

Searching and confiscation

Searching, and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

- Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
- We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Prohibited Items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



Searching a pupil

- Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.
- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
- A search can be carried out if the authorised 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.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
- Before carrying out a search the authorised member of staff will:
 - Assess whether there is an urgent need for a search
 - Assess whether not doing the search would put other pupils or staff at risk
 - Consider whether the search would pose a safeguarding risk to the pupil
 - Explain to the pupil why they are being searched
 - Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
 - Explain how and where the search will be carried out
 - Give the pupil the opportunity to ask questions
 - Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.



If they still refuse to co-operate, the member of staff will contact the Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

- The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:



- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).



The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.



Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence



The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.



Recognising the impact of SEND on behaviour

- We recognise the impact of identified and unidentified SEND on challenging behaviour and will seek advice whether necessary from the SENDCo and other agencies
- Appropriate adjustments to teaching and the environment will be made as preventative measures where behaviours shows signs of concern. This includes the utilisation of calm corners and sensory spaces around the school to support regulation.
- Adjustments will be made to sanctions where these may be impacted by a pupils SEND needs
- In the case of serious concerns with the behaviour of a child with an EHCP the school will cooperate with the local authority and other bodies. An emergency review of an EHCP may be requested if needed

At Powick we understand our legal responsibilities in considering the impact of SEND when making decisions about enforcing policy dealing with behaviour. We will always ensure that:

- The school takes reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Ensure we use our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

Monitoring

Data on the following circumstances will be collected to monitor behaviour:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

This data will be reported to the Local Academy Board and be used to inform future policy review.



Date	Reason for amendment	Ratified by LAB
Summer 2026	New headteacher. Update to procedures	