Cavendish Primary School

Behaviour Policy

Date of Issue	Review Date	Date Ratified by Governing Body
	June 2026	June 2025

The Vision and Ethos at Cavendish Primary School

The ethos of our school is that every child has the opportunity to learn and thrive. This is communicated and taught to the children through our 8 school values: to be **kind, respectful, brave, aspirational, resilient, safe, positive** and **curious**. We constantly work on building self-esteem and positive strategies to deal with emotions through our personal development opportunities, circle times, PSHE curriculum and health and wellbeing work.

Introduction

Our school promotes positive relationships to create a secure and caring environment in which children can enjoy their learning and adults have the right to teach and support the learning of every pupil. The emotional well-being of everyone at Cavendish is a priority.

We are a caring community and we value mutual trust and respect for all. Diversity in our school community is celebrated. We create an ethos of high expectations for behaviour that are clear and consistent throughout school. Restorative practice is at the heart of our procedures in order to enable and empower our children to make the right choices for them.

The Aims of this Policy
- To teach, support and praise positive behaviour.
- To foster kindness, compassion and understanding towards everyone, by everyone.
- To be consistent throughout school with regards to clear and safe boundaries of behaviour and conduct.
- To ensure that this policy is widely known and understood by the whole school community so that home and school can work together purposefully.

Expectations of staff
We expect that all members of staff will…

- Work to create a safe, calm and supportive environment
- Show kindness to all within our school community.
- Constantly assess the safety and wellbeing of all our learners.
- Recognise and reward those who behave well and have good attitudes to learning and each other.
- Model and explain to help our learners behave well.
- Support and encourage learners to improve their behaviour and to uphold our school values.
- Invite learners into their calm, remaining calm at all times
- Challenge those in our school community who do not uphold our school values.
- Investigate thoroughly and listen to all involved when things go wrong.
- Communicate clearly and appropriately with parents and carers.
- Provide equal challenge and support.
- Put in place actions that help prevent children going into crisis.

Legislation and statutory requirements This policy is based on advice from the Department for Education (DfE) on:
- Behaviour in schools 2024
- Searching, screening and confiscation at school 2022
- The Equality Act 2010
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school
- KCSIE 2024

It is also based on the special educational needs and disability (SEND) code of practice 2015

Success Criteria
Children at Cavendish will know and understand what is expected of them with regards to the way they behave and conduct themselves. They will learn to develop self-esteem, value friendships, be confident in how they represent

themselves and contribute positively to our community. They will also have strategies for dealing with conflict or challenging situations and be able to use a range of strategies to manage their emotions.

Staff at Cavendish will meet the needs of all pupils, build trusting relationships within school and create a safe healthy environment in which children can thrive. They will feel confident with discussing aspects of behaviour management with colleagues and families.

Parents / Carers at Cavendish will feel listened to and supported by school and be sure that their child is receiving the correct support for their social and emotional development. They will also feel confident coming into school to discuss any aspect of this with the appropriate staff members. It is important that parents / carers support our behaviour policy.

We encourage positive behaviour by:

- o Ensuring expectations are high and clear to everybody.
- o Giving praise and awarding a variety of rewards (including sending positive messages home via Marvellous Me).
- o Working towards individual and whole class goals and rewards
- o Teaching strategies for making good choices, developing resilience and being kind to one another.
- o Teaching a PSHE curriculum that supports and develops children's knowledge and skills along with weekly circle times to ensure children can talk and feel listened to.
- o Providing further support to children who require additional intervention.
- o Holding restorative circles in order to resolve conflict and ensuring all members of the school community understand and use restorative practise consistently.
- o Maintaining a relational approach that is consistent across school.

Strategies we use as a response to low level unwanted behaviour are:

- o Praising another pupil who is demonstrating appropriate behaviour.
- o Having a quiet word with the pupil or using non-verbal cues.
- o Tactically ignoring some behaviours.
- o Reminding the pupil of the correct rules and that they are in charge of their own choices.
- o Distracting the pupil with a range of strategies
- o Reminding the pupil of a recent time when they made the right choice.

To support school staff with managing behaviour and to ensure consistency examples of assertive language classroom strategies are included in Appendix 6.

Daily Routines across School

Phase	Age Appropriate Positive Strategies	Procedures for unwanted behaviours
Nursery	• Displays – positive photographs of the children so they can see themselves looking happy and engaging in their tasks with their friends. • Lots of praise and constant positivity. • Communication with families via Marvellous Me and in person. • All children begin every day 'in the sky' around the sunshine. • Children are moved to the sun when they have done something great. • The sun rays can be used for amazing achievements!	Age/ability appropriate distraction or simple sentences and scripts to remind the pupil of correct behaviour and explain what they have done that is unkind or not the right choice. A second reminder is used if the behaviour continues. If a third reminder is needed, the pupil is given some time with a timer and an adult close by to reflect, reset and then return to learning. If a pupil has two thinking times in a day, parents / carers are informed and this is then recorded on CPOMS.

Daily Routines across School

Phase	Age Appropriate Positive Strategies	Procedures for unwanted behaviours
Reception	- All children begin every day 'in the sky' around the sunshine. - Children are moved to the sun when they have done something great. - The sun rays can be used for amazing achievements! - Communication with families via Marvellous Me and in person. - Golden leaves are rewarded by members of the SLT which add to a larger class reward when they receive 10 golden leaves.	Age/ability appropriate sentences or scripts to remind the pupil of correct behaviour and explain what they have done that is unkind or not the right choice. A second reminder is used if the behaviour continues. If a third reminder is needed the pupil is given some time with a timer and an adult close by to reflect, reset and then return to learning. If a pupil has two thinking times in a day, parents / carers are informed. This is then recorded on CPOMS.
Key Stage 1 and 2	- Marvellous Me awards are used as rewards for individuals or groups of children with relation to the school values. - Stickers are given to pupils when they demonstrate a school value. - Class rewards / table points as discussed and chosen together as a class at the beginning of the year. - Success is celebrated in weekly achievement assemblies. - Golden leaves are rewarded by members of the SLT which add to a larger class reward when they received 10 golden leaves.	After initial low-level strategies have been used. Age/ability appropriate sentences to remind the pupil of expectations and what they should be doing. If the behaviour continues a verbal warning is given to the pupil. If the behaviour occurs a third time the pupil is given time to reset in a quiet space or another room depending on the behaviour type. If the behaviour continues or escalates, further support from appropriate staff is sought. In this case parents/carers are informed. This is then recorded on CPOMS. *Daily charts may be used to track continuous breaches of the behaviour policy as appropriate to age/stage. KS2 may use report books to communicate with parents as to behaviour across the week and this is either sent home or a picture is emailed/text*

If at any point in any year group the pupil is causing the space around them to be unsafe for themselves or others, a member of SLT or a learning mentor will be called immediately to support.

Playgrounds	Positive Strategies	Procedures for unwanted behaviours
	OPAL Adult - pupil interaction is positive and play is encouraged. Staff support where needed. Training delivered to ensure safe play (RAPID) Children are praised for demonstrating the school values	Age/ability appropriate sentences to remind the pupil of expectations and what they should be doing. OPAL script to be used to question safety if appropriate. If the behaviour continues a verbal warning is given to the pupil. If the behaviour continues again or escalates the pupil is asked to have some time away from that area or to go inside if the behaviour being displayed is unsafe. **Playtime will not be taken away from pupils due to breaches of behaviour policy unless the pupil is demonstrating unsafe behaviour at any point.** SLT or behaviour support will be called if the pupil is in danger or is putting others in danger. Members of SLT outside at lunchtime to support.

More Serious Behaviour

Where there are continuous or more serious incidents of unwanted behaviour a meeting with parents / carers and the class teacher will be arranged, so that school can find the best way to help the child.

The school will implement a number of strategies to ensure the continued inclusion of children with specific behavioural or social, emotional, mental health needs, these will include:

- An individual SEMH plan and risk assessment
- Report book / chart to track behaviour patterns
- Constant communication between school and home
- Learning mentor check ins timetabled
- Outside agency support such as SEMH Team, Educational Psychologist, School Nurse, MHST
- Specific SEMH interventions and tailored adult support
- Referral to Social Care
- Appropriate assessments relating to need, such as BOXALL or SNAP

Guidance to the different types of strategies linked to different level of need can be found in Appendix 1.

In cases of serious or dangerous incidents of behaviour or pupils absconding, separate guidance should be followed. The guidance for these situations can be found in Appendix 2 and 3.

Restrictive physical intervention (Appendix 2) will only be used as a last resort. Any physical intervention must be reasonable and reduce the risk to the pupil or other members of the school community. All staff at school are trained to Team Teach Level 1. Ultimately, the final resort for persistent unsafe behaviour is exclusion, either fixed term (suspension) or permanent. In this case school will work alongside families, the pupil and the local authority in order to follow procedure and achieve the most supportive outcome for the pupil and school. (Please see separate exclusion policy)

Child-on-child abuse

School have a zero-tolerance approach to any form of discrimination, abuse or bullying. Our child protection and safeguarding policy outlines the procedures for responding to incidents of sexual harassment or violence. Any incidents of bullying will be dealt with following our Anti-bullying policy.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school. This includes vaping.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

Screening, Searching and Confiscation Procedure

Cavendish Primary School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. This procedure is a whole school procedure and applies to all pupils. Care and consideration will be given to the age of the child when following the guidance in this policy. This policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. This procedure has been written using advice taken from Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE January 2018.

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Equality Act 2010.

Search with consent

• School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent.
• It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree. They do not need written consent from the child.
• The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned.
• If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can refer to the behaviour policy.
• A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.

Search without consent
The Head and staff authorised by the Head have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Mobile phones
- Electronic devices that can take or store photos
- Vapes / tobacco
- Illegal drugs
- Stolen items
- Alcohol
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

There must be an additional witness (also a staff member) present when a pupil is searched. There is a limited exception to this rule. Staff can carry out a search of a pupil without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Establishing grounds for a search
Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
In the exceptional circumstances when it is necessary to conduct a search of a pupil in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England.

Confiscation
School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE January 2018.

Dealing with electronic devices
Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device: In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school's Behaviour Policy.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Guidance for carrying out a search
What the law says:

• 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 desks, lockers and bags.
• 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. Also note: The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Trays
Trays in classrooms remain the property of school, who allow pupils to use them to store work and learning equipment. Therefore, school can search trays without consent.

Informing parents
There is no requirement for the school to inform parents before a search. Parents may be informed as part of the school behaviour policy and procedures. Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the school. If a parent makes a complaint, the normal procedures for dealing with a complaint should be followed.

Record keeping
There is no legal requirement for the school to keep records of searches or confiscation. However, as part of our normal procedures any such event will be recorded on CPOMS as a behaviour log titled searching/Screening/Confiscation.

Behaviour outside of school premises
Pupils at the school must agree to represent the school in a positive manner both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:
• Wearing school uniform.
• Travelling to or from school.
• Taking part in any school-related activity.
• In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:
• Could negatively affect the reputation of the school.
• Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
• Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.
Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

This document is seen as developmental. It is a working document; therefore, the review will be dependent upon the practice it has promoted. Consultation is thus envisaged with those involved in its implementation i.e. the whole staff. It will be reviewed annually.

Linked Policies

- Child Protection and Safeguarding
- Anti-Bullying and harassment
- SEND
- Staff code of conduct
- Exclusions
- E-Safety

Appendices

1 – Strategies at different levels

2 – Reasonable force

3 – Procedures for absconding

4 – Behaviour plan template

Policy to be reviewed June 2026

Appendix 1

Strategies to Support each Level of
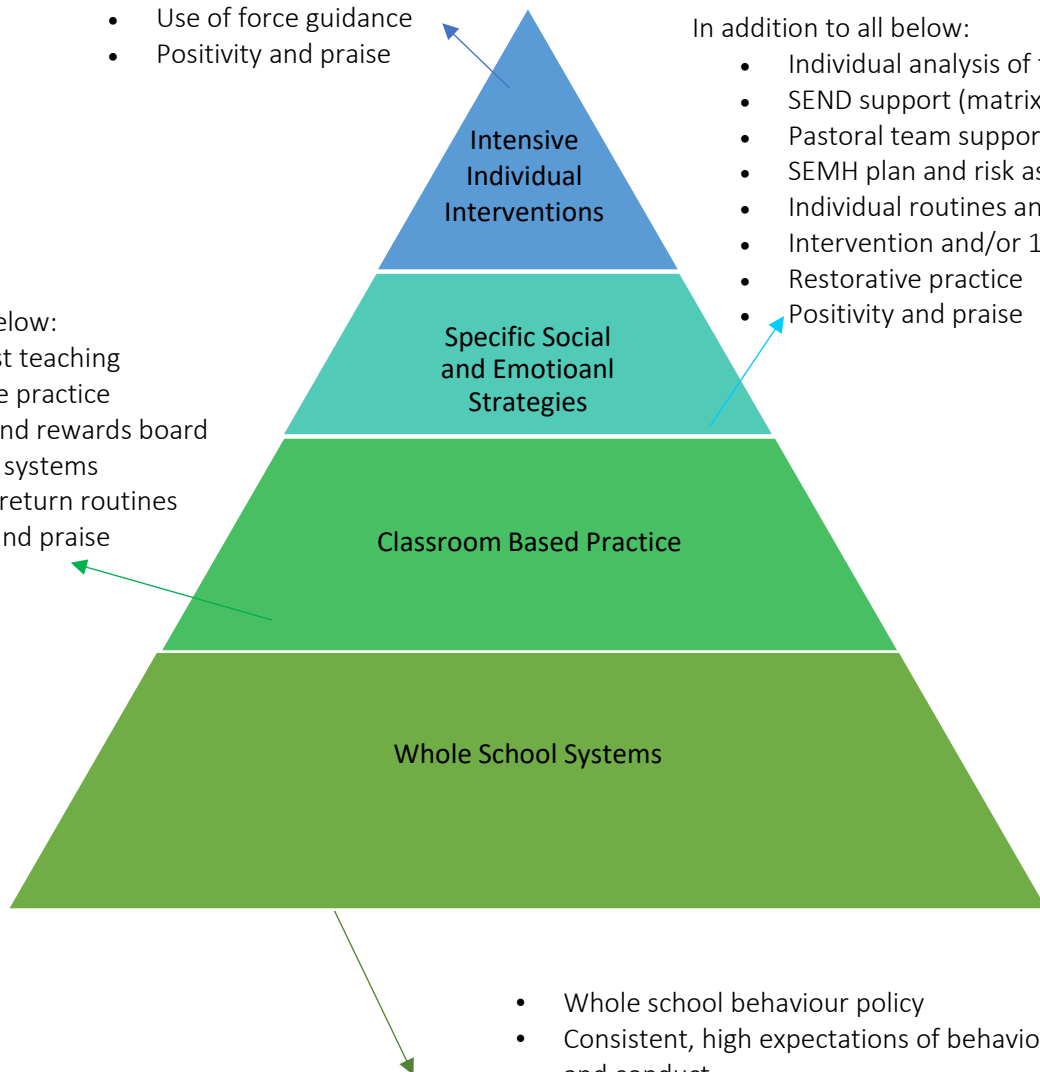
Behaviour and SEMH Need

In addition to all below:
- Referral to SEMH/ SCIL Team
- My Support Plan
- EHCP Referral
- Regular reviews with family
- Outside agency support
- Use of force guidance
- Positivity and praise

In addition to all below:
- Individual analysis of triggers
- SEND support (matrix of need)
- Pastoral team support
- SEMH plan and risk assessment
- Individual routines and systems
- Intervention and/or 1:1 time
- Restorative practice
- Positivity and praise

In addition to all below:
- Quality first teaching
- Restorative practice
- Routines and rewards board
- Class wide systems
- Reset and return routines
- Positivity and praise

Intensive Individual Interventions

Specific Social and Emotioanl Strategies

Classroom Based Practice

Whole School Systems

- Whole school behaviour policy
- Consistent, high expectations of behaviour and conduct
- Restorative practice
- Regular communication
- Positivity and praise

Appendix 2

Protocol for reasonable force:

What is reasonable force?
1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?
- All members of school staff have a legal power to use reasonable force.

When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
  (Section 93, Education and Inspections Act 2006)

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight;
- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- restrain a pupil at risk of harming themselves through physical outbursts.

Telling parents when force has been used on their child:
- School will speak to parents about serious incidents involving the use of force and will record such serious incidents on the correct RPI form.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and the child's age.

Recording Reasonable force / Physical intervention
- All physical force that restricts a pupil needs to be recorded. This is via an online form which is then reviewed by 2 members of the SLT and then uploaded onto CPOMS.

Appendix 3

Protocol for children leaving school premises without permission:

1. Staff to be vigilant at all times
2. If a child is at the bottom of the field or close to the perimeter fence, member of staff to approach them to offer help and encourage them to move nearer towards school.
3. If a child is seen leaving the school building, a member of staff is to alert a member of SLT immediately.
4. Member of staff to follow at a distance and encourage to return into the school building.
5. If a child leaves the school premises, SLT to be alerted immediately and senior staff member to make a dynamic risk assessment on any risk factors for the child and decide whether it is safer to follow the child or take other actions eg calling parents/carers or the police. This decision will be based on the age and stage of the child. Parents will always be informed if a child has left the school site.
6. Individual risk assessments are in place and regularly updated. Staff working with these children must be aware of the procedures appropriate for that individual child.

Appendix 4 - Individual SEMH Plan

Name - Class / Year Group -	**Top Tips for …..**
Date of Plan -	
Attendance since September -	
PP EAL LAC SEND Outside Agency	

Context, observations and Environmental Factors

Behaviours

Proactive Strategies

Desired Outcomes

Parent / Carer Thoughts
Signature and/or date of conversation_____

Risk Assessment

Y/N	Risk	Control Measures	L	S/C	Risk Rating L x S/C
N	Harm to self				
Y	Harm to others				
Y	Damage to property				
Y	Disruption				
Y	Absconding				
	Other				
	Other				

Likelihood	Highly unlikely - 1		Unlikely - 2		Likely - 3	
Severity/Consequences	Slightly harmful - 1		Harmful - 2		Extremely harmful - 3	
Risk Rating	Trivial -1	Tolerable - 2	Moderate - 3/4	Substantial - 6	Intolerable - 9	