



METROPOLITAN BOROUGH OF CALDERDALE

Woodhouse Primary School

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MANAGEMENT AND GOVERNANCE DOCUMENTATION

BEHAVIOUR POLICY

	Date	Chair of Governors	Headteacher
Reviewed	November 2022		
Reviewed	September 2023		
Reviewed	November 2024		
Reviewed	September 2025		
Reviewed	March 2026		
Next review due	September 2026		



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Statement of General Principles for Behaviour

The purpose of this statement is to provide strategic guidance for the head teacher in determining the school's behaviour policy so that it clearly reflects the shared aspirations of governors, staff and parents for pupils at Woodhouse Primary School and takes full account of legislative guidance on behaviour matters.

It is intended to ensure that staff are aware of, and understand, the extent of their powers in respect of discipline and implementation of agreed sanctions. Staff can therefore be confident of governors' support when following this guidance.

PRINCIPLES

The governors of Woodhouse Primary School believe that:

- High standards of behaviour are at the heart of a successful school so that all children make the best possible progress in their academic and personal development
- Teachers and classroom support staff must be able to teach and promote consistently good learning without undue interruption or harassment
- All children, staff, parents and governors have the right to feel safe at all times in school so there should be mutual respect between all members of the school community
- Woodhouse Primary School is an inclusive school so all members of our community should be free from discrimination of any sort. The school must therefore have a clear Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and, where appropriate, incidents recorded. Measures to protect children, staff, parents and governors from bullying as a result of gender, race, religion, ability, sexual orientation or background must be clearly set out in the policy and regularly monitored for their effective implementation
- The school's legal duties under the Equality Act 2010 in respect of safeguarding children with special needs and all vulnerable children should be identified within the Behaviour Policy and made known to all staff
- Parents and carers should be encouraged and helped to support their children's education, just as children should be taught to understand their responsibilities during their time at school and in the local community.
- Our school rules should be clearly stated in the Behaviour Policy and should set out the expected standards of behaviour; be displayed in all classrooms and throughout school; be devised, shared and explained to children. The governors expect these rules to be consistently applied by all staff and regularly monitored for their effectiveness, although it is recognised that children with multiple, complex needs may need application to be suitably differentiated
- Governors expect to see a range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and be regularly monitored for their consistent, fair application and effectiveness. However, it is recognised that pupils with highly complex needs may have an additional and/or differing range of rewards, possibly applied over a shorter time scale.
- Sanctions for unacceptable behaviour should be known and understood by all staff and children. Whilst these should be consistently applied, there must be some flexibility to enable staff to take into account the differing needs and emotional circumstances of our children. The full range of

sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied

- Governors believe that exclusion must only be used as a very last resort unless there is significant risk of harm. Unofficial exclusions are illegal and must be avoided

The governors expect the head teacher to include the following in some detail in the Behaviour Policy:

- The power to use reasonable force or make other physical contact and the situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving). A definition of reasonable force should be ascertained which should explain how and when a child may be restrained. Governors would then expect staff to be trained in the use of reasonable force and restraint.
- The power to discipline outside the school gates, which covers the school's response to all non-criminal poor behaviour and bullying that occurs anywhere off the school premises. The governors must be satisfied that the measures proposed by the head teacher are lawful and that staff and children know the sanctions that can be applied in these circumstances.

Behaviour Policy

1. Ethos

High standards of behaviour and excellent attitudes to learning are at the heart of Woodhouse Primary School in order to ensure that all pupils make the best possible progress both personally and academically. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone's rights and responsibilities are addressed. The Governors and Staff of Woodhouse Primary School believe self-discipline and self-control are the best solution to all issues of behaviour management.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, statutory requirements and statutory guidance

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 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Breach of the school rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy)
- Child on Child Abuse including sexual violence and sexual harassment (including online) including sexual comments, jokes or taunting, physical behaviour (details of our school's approach to preventing and addressing child on child abuse are set out in Safeguarding policy and child protection procedures)
- Vandalism
- Theft
- Aggressive behaviour
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

5. Roles and Responsibilities

To enable the policy to be effective, there are expectations of the different partners within the school community.

Governors will be expected to:-

- i. Review and approve the written statement of behaviour principles and this behaviour policy in conjunction with the Headteacher
- ii. Ensure that this policy is working in practice, monitor its effectiveness and hold the headteacher to account for its implementation

The Headteacher will be responsible for:-

- i. Reviewing the written statement of behaviour principles and this policy in conjunction with Governors
- ii. Ensuring that the school environment encourages positive behaviour
- iii. Ensuring that staff deal effectively with poor behaviour
- iv. Monitoring that the policy is implemented by staff consistently with all groups of pupils
- v. Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- vi. 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
- vii. 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
- viii. Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- ix. Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff will be expected to:-

- i. Create a calm, safe and pleasant environment, physically and emotionally;
- ii. Establish and maintain clear boundaries for behaviour;
- iii. Implement the behaviour policy by enforcing the school rules and sanctions clearly and consistently;
- iv. Communicate the school's standards, expectations, values and routines in every interaction with pupils;
- v. Record incidents using the school's systems;
- vi. Supervise pupils' movement around school and in the playground;
- vii. Be *where* they should be *when* they should be ensuring the safety of pupils at all times;
- viii. Be good role models for promoting positive attitudes, relationships and behaviour;
- ix. Treat all individuals fairly and with respect;
- x. Implement both general and targeted interventions and support all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- xi. Form good relationships with parents/carers and communicate concerns regarding a pupil's behaviour as necessary.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint and Positive Handling methods
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Pupils will be expected to be aware of:-

- The expected standard of behaviour they should be displaying at school
- The duty they have to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- That pastoral support 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 supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Through the School Council, 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 join Woodhouse mid-year.

Parents/carers where possible should:-

- i. Be aware of school rules and expectations;
- ii. Support the school in implementing this policy and reinforce it at home where appropriate;
- iii. Show an interest in all that their child does at school and inform the school of any changes in circumstances which may affect their child's behaviour;
- iv. Discuss any concerns with the class teacher promptly.
- v. Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- vi. Take part in the life of the school and its culture
- vii. Support the school's policies relating to the use of mobile phones, including sanctions and collection arrangements.

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.

6. School behaviour curriculum

Step 1: School rules

The school rules are clearly displayed in each classroom and in public areas of school. The school rules have been decided by pupils and staff and link to the school values; all classrooms will have the school rules displayed clearly. The children play an active part in discussing the school rules with their

class teacher at regular intervals with the discussion focusing on the need for and the value of the rules.

- ✓ **BE SAFE**
- ✓ **BE CARING**
- ✓ **BE BOLD**

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Mobile phones are not permitted for use by pupils during the school day.
- Pupils are strongly discouraged from bringing mobile phones to school.
- Where pupils are permitted to bring a mobile phone to school in exceptional circumstances, this must be in line with the school's Mobile Phone Policy, and devices must be switched off on arrival and stored securely as directed by staff.
- Mobile phones must not be used, seen or heard during the school day.

7. Responding to behaviour

7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection from harm. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer harm.

Where this may be the case, we will follow our Safeguarding policy and child protection procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Safeguarding policy and child protection procedures for more information.

7.2 Promoting excellent behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.3 Responding to good behaviour (Step 1: Rewards)

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

Whole school:

- Smiley face board for recognition
- Receiving a golden slip
- Positive comments: thank you, smiles, thumb ups, nods, I can see
- Being noticed doing the right thing
- Praise and encouragement
- GR8 Learner points
- GR8 learner half termly rewards
- Certificates for competitions
- Well Done Book postcards sent home
- Phone calls home to say well done
- Well done chats with parents/ carers at the end of the day

Individual class rewards: can be whole class/ individual and different classes will have personalised incentives for their class to work towards

- Reward systems: treasure, table points, raffle tickets, class 'money', the prize box • Stickers
- Star of the week
- Superstar board/ the moon
- Celebrations and incentives – whole class and individual
- Reward charts – individual or class
- Minutes earned to be exchanged for a given activity

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques are used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Some behaviours, including misuse of mobile phones, are managed through specific policies with their own graduated sanctions, which operate alongside this behaviour system.

Sanctions and consequences must never involve physical force. Restrictive interventions are not behavioural sanctions and must only be used to prevent immediate risk, in line with the Restrictive Interventions and the Use of Reasonable Force Policy.

Our behaviour system:

5= Report (Head teacher and Daily) = white 4= Reflect (SLT and Teacher) = red 3= Remind (final reminder) = amber 2= Redirect = dark green 1= Rules and Rewards = light green

Step 2: Redirect

These strategies form part of the school's preventative and de-escalation approach (see Appendix 5) and must be exhausted wherever possible before any consideration is given to the use of reasonable force or other restrictive interventions, as set out in the Restrictive Interventions and the Use of Reasonable Force Policy.

Low-level behaviours	<p><u>Step 2 – Redirect (dark green)</u></p> <ul style="list-style-type: none">> Polite request> Verbal warning> Repositioning of pupil> Separating pupils> Rule reminder> Sanction reminder> Count down> Use of mantras: 'Our rule is...'<ul style="list-style-type: none">• 'This is how we do it here'• 'At Woodhouse, we...'• 'I need you to...'• 'I've noticed...'> 'Yesterday you were brilliant at..... I need to see this again today'> Tactically ignore (concentrate on the primary behaviour)> Remind of previous good effort> Distract/divert/diffuse> Praise the positives – other good behaviour by the child> Look for required behaviours> Look to praise other children> Use of quiet, private word> State behavioural choice with consequence> Re-direct
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Step 3: Remind

Behaviours	Steps	Consequences
<p>Repeated display of low-level disruptive behaviour</p>	<p>Step 3 – Reminder (amber) This can be removed if they conform/turn their behaviour around/start to make the right choices.</p> <ul style="list-style-type: none"> • Praise the positives – other good behaviour by the child • Look for required behaviours • Look to praise other children • Distract/divert/diffuse • Use of quiet, private word • State behavioural choice with consequence • Re-direct 	<p>Adult states, 'This is your final warning. The next time I speak to you, will be on 'red' and will take part in 'time to reflect.'</p>

Step 4: Reflect

Behaviours	Steps	Consequences
<p>Repeated display of low-level disruptive behaviours</p> <p style="text-align: center;">OR</p> <p>Breaking the school rules</p>	<p><u>Step 4 – red – reflect with teacher</u></p> <p>Restorative conversation with class teacher/ member of teaching staff who is teaching the lesson for 5 minutes</p> <ol style="list-style-type: none"> 1. <i>What went wrong/what happened?</i> 2. <i>What were you thinking/ feeling at the time?</i> 3. <i>Who else has been impacted by this choice and how?</i> 4. <i>What is going to make it better?</i> 	<p>Moving to red on traffic light</p> <p>Logged behaviour on Arbor for parent records and school records</p>
<p>Repeated behaviours - 2 x 'time to reflect' in a week for low level behaviour</p> <p style="text-align: center;">OR</p> <p>Significantly breaking the school rules (serous misbehaviour)</p>	<p><u>Step 4 – Reflect with SLT (red)</u></p> <p>Time to reflect and restore with a member of SLT. Restorative approaches used to facilitate positive outcomes.</p> <ol style="list-style-type: none"> 1. <i>What went wrong/what happened?</i> 2. <i>What were you thinking/ feeling at the time?</i> 3. <i>Who else has been impacted by this choice and how?</i> 4. <i>What is going to make it better?</i> 	<p>Missing playtime/ lunchtime/ active break for 15min on the same day</p> <p>Logged behaviour on Arbor for parent records and school records</p> <p>Log on CPOMs if discriminating against others - protected characteristics</p> <p>Child works in a different classroom space without disturbing others.</p> <p>If a child is at risk of immediate harm, it may be necessary for an agreed adult to move a child to a safe space.</p> <p>If behaviour improves return to class.</p> <p>If behaviour still poor remain with member of SLT</p> <p>Phone call to parents from class teacher/ SLT</p>

7.5 Persistently inappropriate behaviour

If a child persistently displays inappropriate or unacceptable behaviour and has been through the system above with not sustained improvement over time, then the child will move onto

Step 5: Report Daily

Behaviour	Consequence
<p>Repeated display of inappropriate or unacceptable behaviours above with no sustained improvement over time</p> <p style="text-align: center;">OR</p> <p>2 x visits to Reflection Room in a ½ term</p>	<p>Logged behaviour on Arbor for parent records and school records</p> <p>The teacher informs the child that his/her behaviour is to be individually monitored</p> <p>If the target is achieved by the end of a week and the teacher and child are confident that this can be maintained, then the child's behaviour is no longer monitored formally.</p> <p>Parents and SLT will be informed that Individual monitoring has stopped.</p> <p>If the target is not achieved:-</p> <p>The child will continue to have his/her behaviour monitored. At the end of week 2, if the target is not being achieved, then the child will bring the sheet to the attention of the SLT at the end of each school day.</p>

Step 5: Report Daily Head teacher

Behaviour	Consequence
<p>Repeated display of inappropriate or unacceptable behaviours above with no sustained improvement over time</p>	<p>Parent/carer informed that a pupil's behaviour is to be monitored by Senior Leaders.</p> <p>The plan is sent home each day to be signed by the parent/ carer.</p> <p>If there is still no improvement after 2 weeks, the child's parents will be invited to arrange an appointment to discuss their child's behaviour.</p>

7.6 Lunchtime Plans for behaviour

For some children, a more unstructured lunchtime can be a barrier for them being able to self regulate and follow our school's high expectations for behaviour. These pupils will have a bespoke lunchtime behaviour plan and will be directed to attend supervised lunchtime clubs/ activities as appropriate.

8. Serious sanctions

8.1 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

See separate policy for suspension and exclusion procedures.

9. Reasonable force

The use of reasonable force or other restrictive interventions is always a last resort, and should only be considered after appropriate de-escalation, preventative strategies and reasonable adjustments have been attempted.

Force must never be used as a punishment, to enforce compliance, or to manage low-level disruption. Any use of reasonable force must be lawful, necessary, proportionate and applied for the minimum amount of time required, in line with the school's Restrictive Interventions and the Use of Reasonable Force Policy.

10. Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). (2022)

Confiscation

Any prohibited items (listed in section 3) 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, if appropriate.

This includes the confiscation and, where lawful, searching of mobile phones in accordance with the school's Mobile Phone Policy.

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.

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.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher or DSL. 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 try and 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 from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, 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, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a tshirt)
- Hats, scarves, gloves, shoes, 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 (listed in section 3) 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 as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if 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, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if 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, 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 the role of the appropriate adult).

The pupil's parents 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, entitlement 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 if, 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.

11. Pupils' behaviour outside of school

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).

12. Procedures to follow if it is suspected a pupil has left the school site without permission:

A member of staff will alert the person in charge of the school.

- If there is no doubt that the pupil has absconded, staff will not chase the pupil as this could lead to the pupil acting impulsively and causing harm to themselves, or others. Instead, staff will follow at a safe distance and aim to keep the pupil within view. The school will contact the pupil's parent/carer to inform them and call the police if safety is compromised.

- If the pupil appears to be missing but there is no evidence that they have left the site, a quick but thorough search should be conducted before parents/police are informed. If the pupil returns of their own volition, parents will be informed.
- If practicable, the pupil who has absconded should be brought back to school the same day. The parent, child and head teacher will discuss the issues and consequences.
- Should the pupil continue to abscond, the head teacher may consider a fixed term exclusion and if repeated this may lead to a permanent exclusion from school on the grounds of welfare and safety,
- If the pupil has a particular emotional need, identified on an EHC plan, which may contribute to such behaviour, a risk assessment will be devised and shared with all staff.

13. 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, a member of the Senior Leadership Team 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.

14. 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 Managing Allegations procedures document for more information on responding to allegations of abuse against staff or other pupils.

15. Responding to misbehaviour from pupils with SEND

15.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on

whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Part of our ongoing approach to supporting children in managing their behaviour is to anticipate and deescalate triggers which may cause adverse behaviours. These can include but are not limited to:

- Short, planned movement breaks
- Adjusted seating plans
- Adjusting uniform requirements
- Specific staff training to enhance CPD in line with pupil requirements
- Use of separation spaces (inside or external from the classroom) where pupils can regulate their emotions

Where a pupil's behaviour escalates to a level where restrictive intervention may be considered, staff must take full account of the pupil's SEND, communication needs, trauma history and sensory profile. Any failure to consider reasonable adjustments or preventative strategies may lead to disproportionate and avoidable use of restrictive intervention. Decisions must be made in line with the school's Restrictive Interventions and the Use of Reasonable Force Policy.

15.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

15.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

15.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Our Local Authority is Calderdale MBC. Calderdale's Local Offer strategy can be found on www.calderdale.gov.uk/localofer Email: Local.ofier@calderdale.gov.uk Tel: 01422 392164.

16. Monitoring arrangements

16.1 Monitoring and evaluating school behaviour

Senior Leadership Team will analyse behavioural incidents at the end of every week.

In addition, the following data will be collected:

- Behavioural incidents, including removal from the classroom
- Permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed at the end of every half term by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

16.2 Monitoring this policy

This behaviour statement and policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body.

17. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy and Child protection procedures
- Managing Allegations policy
- Anti-bullying policy
- Mobile phone policy
- Restrictive Interventions and the use of Reasonable Force In School

Appendix 1:

**WOODHOUSE PRIMARY SCHOOL
KS2 INDIVIDUAL BEHAVIOUR MONITORING**

Child's name _____ Date _____ Class _____

TARGET	Target Score
---------------	--------------

5 Target hit; 4 Target nearly hit; 3 Target hit part of time; 2 Target rarely hit; 1 Target missed

Session	Score	Comments	Teacher's Initials
8.40 – 8.50			
8.50 – 9.20			
9.20-10.30			
Break			
10.45 – 11.45			
11.45 – 12.25			
Lunch			
1.10 – 1.30			
1.30 – 2.30			
2.30 – 3.25			
TOTAL			

End of day comments by Class teacher: _____

Signed by Classteacher: _____

Appendix 2:

**WOODHOUSE PRIMARY SCHOOL
KS1 INDIVIDUAL BEHAVIOUR MONITORING**

Child's name _____ Date _____ Class _____

TARGET	Target Score
---------------	--------------

5 Target hit; 4 Target nearly hit; 3 Target hit part of time; 2 Target rarely hit; 1 Target missed

Session	Score	Comments	Teacher's Initials
Morning work			
Break			
Lunch			
Total			

End of day comments by Class teacher: _____

Signed by Classteacher: _____

Appendix 3: WOODHOUSE PRIMARY SCHOOL - HEADTEACHER BEHAVIOUR MONITORING

Child's name Date _____ Class

TARGET	Target Score
---------------	--------------

5 Target hit; 4 Target nearly hit; 3 Target hit part of time; 2 Target rarely hit; 1 Target missed

Session	Score	Comments	Teacher's Initials
Morning work			
Break			
Lunch			
Total			

End of day comments by Head / Deputy: _____

Signed by Head / Deputy: _____

End of day comments by Parents: _____

_____ Signed by Parents: _____

Appendix 4: letters to parents/carers about pupil behaviour – recorded and sent on Arbor

Dear Recipient(s) First Name ,

I wanted to make you aware of an incident that happened today where Student(s) First Name 's behaviour has fallen short of our expectations in school and did not follow our school rules. This has been promptly followed up in school (in line with our behaviour policy) and they will be able to explain why they took part in reflection time with a teacher/ SLT. I am confident that no further action will need to be taken but would be grateful if you could discuss this with your child to ensure a consistent message between school and home.

Incident Name

It is important that your child understands the need to follow our school rules (Be Safe, Be Caring, Be Bold) and it would be appreciated if you could discuss this with them.

Kind regards,

Woodhouse Primary School.

<https://login.arbor.sc> - Login to Arbor for Uniform, Clubs, Trips, Parent Teacher Consultations, updated contact details and online Payments for Fruit, Milk, School Dinners & Swimming. For Help & Support visit <https://www.woodhouse.calderdale.sch.uk/arbor-guide> (please note not all services offered are available)

Appendix 5 Range of strategies to support regulation and de-escalation

Staff support pupils effectively by:

- Maintaining a calm, steady posture to offer reassurance and help reduce anxiety.
- Using gentle, steady vocal tones and a neutral facial expression, avoiding any body language that could feel confrontational.
- Listening carefully and allowing the pupil to express themselves, acknowledging their feelings to build trust.
- Communicating clearly and slowly, keeping language simple and using open questions to encourage cooperation.
- Setting clear, fair boundaries by explaining acceptable behaviour and outlining consequences in a calm, non-authoritative way.
- Giving the pupil space and time to settle so they do not feel crowded or pressured.
- Showing understanding by considering the underlying cause of the distress rather than focusing solely on the behaviour.

Thoughtful adjustments to the environment can significantly reduce stress and help pupils remain regulated. This may include:

- Ensuring the classroom layout is clear, organised and free from unnecessary clutter.
- Providing predictable routines and visual timetables to support understanding of what will happen next.
- Reducing sensory overload by managing noise levels, offering quieter working areas, or allowing access to calm spaces when needed.
- Using consistent seating plans to provide security and minimise social or sensory challenges.
- Ensuring transitions between lessons are supported, especially during busy corridor times.
- Offering clear signage and structure around the school to help pupils navigate confidently.
- Minimising sudden changes where possible, and preparing pupils in advance when changes are unavoidable.

These environmental considerations help pupils feel safe, regulated and ready to engage with learning.

Practical Strategies to Support Positive Behaviour

These approaches can be reinforced through:

- Polite requests
- Verbal warnings
- Repositioning the pupil
- Separating pupils where appropriate
- Rule reminders
- Sanction reminders
- Using a countdown
- Using consistent mantras such as:
 - “Our rule is...”
 - “This is how we do it here”
 - “At Woodhouse, we...”
 - “I need you to...”
 - “I’ve noticed...”
 - “Yesterday you were brilliant at... I need to see this again today”
- Reminding the pupil of previous positive efforts
- Using distraction, diversion or diffusion techniques
- Praising positive behaviours shown by the pupil

- Actively looking for behaviours to praise
- Praising other pupils to model expectations
- Using a quiet, private word
- Stating behavioural choices alongside the consequences
- Redirecting the pupil calmly and clearly

Additional strategies that further support regulation and engagement:

- Providing a clear, calm narrative of what is happening and what will happen next
- Using visual prompts or cue cards to reinforce expectations without adding verbal pressure
- Offering choices to give the pupil a sense of control (e.g., “You can sit here or here”)
- Using planned ignoring for secondary behaviours while reinforcing the primary expectation
- Breaking tasks into smaller, manageable steps to reduce overwhelm
- Using humour appropriately to diffuse tension when the relationship allows
- Offering a short movement break or sensory break if regulation is slipping
- Using a calm, predictable script for repeated instructions to avoid escalation
- Modelling the behaviour you want to see (tone, posture, language)
- Using proximity support (Being present without being intrusive)
- Providing reassurance about routines, expectations or upcoming changes
- Using reflective language to show understanding (e.g., “It looks like this is frustrating for you”)
- Offering a reset opportunity (“Let’s take a moment and try again”)
- Using a sand-timer or visual countdown to support transitions
- Reinforcing effort as well as outcome to build confidence
- Providing a safe exit strategy (A quiet space or agreed signal for when the pupil needs time out)
- Using restorative conversations once the pupil is calm to rebuild connection and understanding
- Pre-correcting before known triggers (e.g., “Remember, when we go into the corridor, we walk and keep to the left”)
- Using positive phrasing (“Walk, please”) rather than negative phrasing (“Don’t run”)
- Keeping instructions short and sequential (“First... then...”)