KING'S CLIFFE ENDOWED PRIMARY SCHOOL

Behaviour Policy

Policy Updated – September 2026

Review Date – September 2027

Chair of Governors:

Date policy ratified by Governing Body: October 2026

Behaviour Policy

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

SECTION 1: The Policy

King's Cliffe Endowed Primary School is committed to promoting respect, fairness and social inclusion and these are the principles underlying this behaviour policy. We will comply with equalities legislation and the duty to promote the well-being of pupils.

We are committed to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the school community.

This policy will be applied with consistency and fairness. The emphasis will be on encouraging positive behaviour through positive management and rewards in lessons.

All pupils can expect sanctions to be applied firmly, fairly, proportionately, consistently and reasonably.

The Governing Body will monitor, evaluate and review this behaviour policy annually.

The Aims of this Policy are:

- To promote and reward good behaviour
- To develop self-discipline and respect, where each pupil learns to accept responsibility for his/her actions
- To prevent bullying
- To establish an understanding that pupils complete all academic tasks, enabling them to reach their full potential
- To develop acceptable rules that regulate the conduct of pupils
- To develop a consistent approach to behaviour throughout the school
- To promote parental co-operation and involvement, with parents encouraging their children to demonstrate positive behaviour and parents supporting the school's authority to discipline its pupils
- To provide a positive learning environment in which pupils feel safe
- To ensure all pupils show respect and courtesy towards teachers and other staff and towards each other

Behaviour Principles at KCEPS:

- A consistent approach to behaviour management where staff, the governing body, parents/carers and pupils understand and accept high expectations of behaviour
- That strong school leadership at all levels is key to promoting self-discipline and respect with pupils feeling safe. Their right to participate and learn without disruption is paramount
- It is key that pupils' needs are met through lessons that are tailored to their abilities, ensuring that pupils complete assigned work
- Staff must have a clear understanding of the strategies needed to ensure high standards of classroom management
- All staff, pupils and parents must understand the school's Rewards and Sanctions systems, which need to be clear and defined so that pupils fully understand what is required to gain appropriate recognition for their work and behaviour, but also to be aware of what will be accepted and tolerated. We expect everyone to be honest, accept responsibility for their actions, respect the rights and property of others, take into consideration pupils' views, and understand the consequences of negative and unacceptable actions in order to develop a culture of self-discipline in all areas
- The consistent implementation of accepted behaviour strategies is key in ensuring that pupils appreciate and adhere to accepted good practice. Continual reinforcement is essential
- Continued staff development on the understanding of the school's expectations is essential
- Pupil support systems are essential if positive and supportive behaviour structures are to be effective with clearly defined processes, actions and consequences laid out in an appropriate and logical manner which is understood by all

- Effective links with parents are vital. Two-way communication and methods of discussing policies and procedures is essential. Parents should be made fully aware of the accepted processes when liaison between school and the home occurs. Similarly, support from external agencies should have set structures and processes so that smooth dissemination of information can take place with the processes understood by all
- The development of a clear and simple process with appropriate external agencies is vital to the managing of pupil transition to other educational providers
- This behaviour policy acknowledges the school's legal duties in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND)

This Policy will:

- Define acceptable and unacceptable standards of behaviour
- Enable the school to provide a positive, supportive and safe environment for pupils and staff
- Ensure the school's expectations and strategies are widely known and understood
- Encourage pride and respect for the school
- Promote care, respect and consideration for others
- Promote consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Clarify the roles and responsibilities of pupils, staff and parents
- Ensure the Head Teacher with the Governing Body deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation

SECTION 2: Strategies and Expectations

2 (a) Effective Strategies

We, the staff at King's Cliffe Endowed Primary School, acknowledge that behaviour is best when:

- Lessons are well prepared, adapted, interesting and enjoyable
- There is effective teacher management of classroom protocols, e.g. where pupils sit
- We have a clear Whole School Behaviour Policy that is open and transparent and understood by all
- Good behaviour is taught through positive experiences, reinforcement and consistency
- We reward good behaviour and good work
- We work together as a team and communicate effectively with each other
- We engage pupils and use their skills where appropriate
- We engage and communicate well with parents
- We always challenge unacceptable behaviour, even minor incidents
- We use our established school-based resources appropriately to ensure all the above are implemented effectively
- We liaise positively with relevant outside agencies
- We always follow through on sanctions and ensure these are tiered and consistent across all subjects and year groups

2 (b) Expectations

PUPILS

Every pupil is expected to be aware of, understand and follow the codes of behaviour.

GENERAL CODE OF BEHAVIOUR

At King's Cliffe Endowed Primary School we will:

1. Treat pupils, staff, visitors and members of the community with courtesy and consideration
2. Respect each other's property, individuality, culture and background
3. Respect and look after school property, including keeping it clear of litter
4. Be responsible for our own behaviour and ensure that school is a safe and happy place for everyone
5. Strive to achieve our true potential and support others to do the same
6. Attend school regularly, on time and appropriately dressed
7. Complete all set homework to the expected standard and ensure it is handed in on time
8. Know that any behaviour that falls short of our expectations will be dealt with appropriately and reasonably

ACCEPTABLE BEHAVIOUR IN LESSONS:

Pupils and staff have worked collaboratively to decide on our school motto:

Growing a Love for Learning

And we acknowledge that everyone in our school has…

The right to be treated with RESPECT by:

- Respecting each other's opinions by listening carefully to everyone's ideas
- Being polite to and appreciative of each other
- Looking after our learning space by keeping it clean and tidy
- Following instructions first time

The right to LEARN by:

- Being calm and considerate, so we all have a chance to learn
- Working as hard as we can
- Supporting and encouraging each other to succeed
- Completing class work and homework on time

The right to FEEL and be SAFE by:

- Always using kind hands, kind feet and kind words
- Ensuring everyone is safe in the classroom
- Appreciating and understanding that we all have different values

The following will not be tolerated:

- Using offensive, insulting or intimidating language or swearing, either verbally or electronically
- Any form of violence, bullying or intimidation
- Disrupting teaching and learning
- Making malicious allegations against the school or any individuals therein
- The bringing onto school premises, or the use of or carrying of, any prohibited items as per the 1996 Education Act, for example:
  - knives and weapons (real or imitation or sharp or dangerous objects)
  - Laser pens
  - Alcohol (including being under the influence of)
  - Illegal drugs (including solvents and including being under the influence of)
  - Stolen items
  - Tobacco and cigarette papers (including matches and lighters)

- E-cigarettes
- Fireworks
- Indecent pictures
- Any article that has been or is likely to be used to commit an offence, cause personal injury, or damage to property

Other items banned in school:

- Chewing gum
- Mobile phones
- Music players

Any such behaviour will be considered a serious breach of the behaviour code.

The only exception to mobile phones being brought to school is for Years 5 and 6 pupils whose parents have given permission for them to walk to and from school without an accompanying adult. For the child to be able to bring their mobile phone, their parent(s) must give written permission. When the child arrives at school, they must immediately switch their phone off and hand it into the school office for safe storage. At the end of the day, the mobile phone is handed back to the child who must not turn it on until they have left the school grounds - see Unaccompanied To and From School Policy. Any child in breach of this will have their mobile phone confiscated.

(Staff may search pupils for any prohibited or banned items without their consent - see section 5 on Searching and Confiscation)

Staff are not responsible for the loss or damage of any banned item.

In addition, King's Cliffe Endowed Primary School does not accept the following:

- Any form of behaviour deemed to be 'dangerous'
- Physical aggression to pupils or staff
- Verbal aggression to pupils or staff
- Stealing from school staff or other pupils
- Inappropriate use of ICT
- Damaging school property or leaving litter in and around the school site
- Absence, lateness, temporary or early departure from lessons or school without permission
- Improper school dress that does not conform to the school dress code
- Spitting

Pupils' conduct outside the school gates

Teachers' powers - what the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Teachers may discipline a pupil for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- In some other way identifiable as a pupil at King's Cliffe Endowed Primary School

Or when the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

SECTION 3: Rewards and Consequences

All staff have the authority to apply the following **rewards** if a pupil's behaviour is seen to be appropriate.

- Verbal praise
- House point(s)
- Tapestry home to parents
- Recognition in Friday Celebration Assembly
- Head Teacher Award or Mabel Time
- Phone call to parents by Class Teacher
- Special award (gold star) given in recognition of outstanding behaviour and attitude.

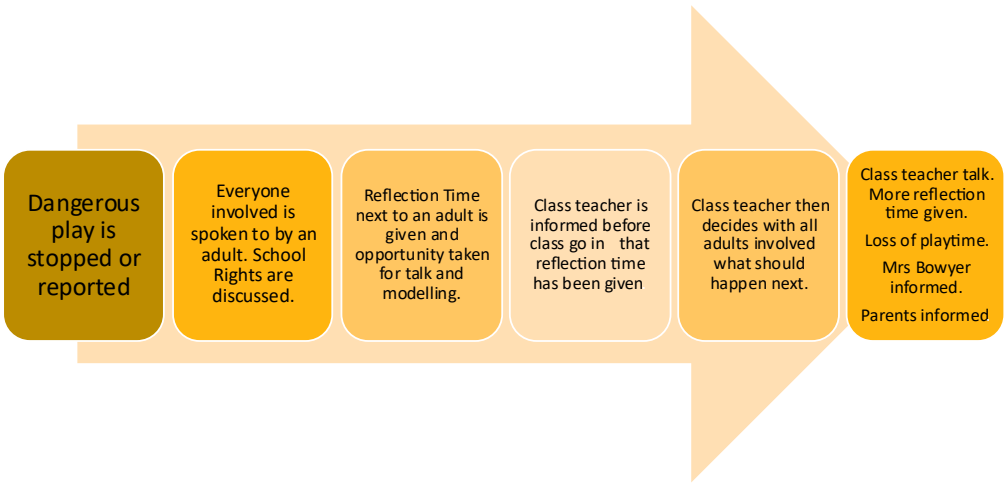
All staff have the authority to apply the following **consequences** if a pupil's behaviour is unacceptable.

- Verbal warning with reference made to the School Rights
- Child moves seats and direct supervision by an adult with a 2nd warning
- Loss of break time or lunch time; loss of privilege, or for repeated incidents an after-school detention may be given
- Phone call home or face to face discussion with parent(s)/carer(s)

A small number of children may need an individual behaviour plan due to their needs. Under these circumstances, KCEPS will draw up a plan involving the staff, pupil and parents that may be different to the steps above.

Playtimes and Lunchtimes:

During playtimes and lunchtimes the **reward** system remains the same. The **consequences** differ slightly to match the outdoor environment:



If the behaviour gets to the point where the child is aggressive or violent (where the learning or play for the rest of the pupils is affected or there is damage to school property), they will be removed to a quiet space (Learning Mentor room, Group room, outdoor nurture area or quiet area). The Head Teacher, Deputy or member of the SLT (in this order) will be informed. Under these circumstances, incidents will be dealt with on an individual basis and needs of the child and plans in place. Parents will be informed and depending on the circumstances, the Head Teacher may apply an internal exclusion, temporary suspension, or permanent exclusion.

A CPOMS should be completed by the member(s) of staff who witnessed and/or took action. This should be sent to the Head Teacher and Deputy if the behaviour is felt to be beyond the level requiring discussion with the pupil(s).

Detentions

What the law allows:

Teachers have a legal power to put pupils (aged under 18) in detention. It is a school's right to impose a detention during or after school hours. As a school we would normally carry this out during school hours. Under exceptional circumstances detentions outside school hours may be imposed.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the student does not have permission to be absent
- Weekends – except the weekend preceding or following the half term break
- Non-teaching days – usually referred to as 'training days' or 'INSET days'

All members of staff, including support staff, can impose detentions (establishment of time).

Matters to consider when imposing detentions

Parental consent is not required for detentions, although parents will be informed if the detention is out of school hours.

With lunchtime and break time detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety.
When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean the detention is unreasonable
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

If the sanctions and consequences above have failed to result in a change in pupil behaviour, the Head Teacher will contact parents to arrange a meeting.

The Head Teacher will consider implementations of the following sanctions and consequences, as deemed appropriate:

- Phone call/letter home
- Detention out of school hours
- Meeting with parent/carer
- Placing pupil on 'Monitoring' report
- Withdrawal of pupil privileges (e.g. school club or trip)
- Pupil and parent meeting with Head Teacher and another member of the governing body

In supporting the above, the Head Teacher may activate an internal exclusion or temporary or permanent exclusion.

Pupils referred to the Head Teacher as a result of a serious incident, will be dealt with in accordance with the Serious Incident Procedure.

Serious incident procedure

Should an incident of an extremely serious nature take place in school, e.g. a fight or unacceptable verbal aggression etc. the following procedure should take place:

- The Head Teacher contacted immediately. In her absence, the immediate contact should be with the member of staff identified as being 'In Charge' that day
- The Head Teacher/member of staff 'in charge' will remove the pupil from lessons and/or the main body of the school and will ensure that contact is made with parents
- The pupil will remain at school but off timetable and supervised by the Head Teacher/member of staff 'in charge'
- Parents will be asked to attend a meeting at the school with the Head Teacher at the earliest opportunity
- All staff and pupils who were involved, who intervened in or observed the event, should record a witness statement on CPOMS. It may be that a pupil statement is taken by a member of staff, but this should be someone who has not been directly involved in the incident. Such statements should be written, signed, timed and dated by the adult and child (if old enough to understand the process), then scanned and uploaded to CPOMS
- Following a thorough investigation into the incident, the Head Teacher may take the decision to impose a fixed internal exclusion or fixed term or permanent exclusion. In doing so, the school will follow the guidance given by the DFE in its document "Exclusion from Maintained Schools, Academies and Student Referral Units in England"
- Serious incidents may also be referred to the police. This may be for clarification as to the police view of the incident. However, the referral may result in advice/warnings being issued to pupils as to their current and future conduct. It may also result in police action being taken

Permanent Exclusion

Permanent Exclusion will be considered for either a single serious incident; or a consistent refusal to adhere to the school's rights and standards of expected behaviour; or for the possession or use of any of the prohibited items as described in Section 2b.

SECTION 5: Searching and confiscation -

The Head Teacher and staff authorised by her, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.
(Prohibited items are listed in Section 2b)
In our searching, screening and confiscation procedures we follow the latest DfE advice:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Searching with Consent

Schools' common law powers to search:
School staff can search pupils with their consent for any item.

In addition:

- The King's Cliffe Endowed Primary School is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or ask to look in the student's bag and for the student to agree
- If a member of staff suspects a student has a prohibited or banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher will apply

appropriate sanctions as set out in The King's Cliffe Endowed Primary School's behaviour policy (serious incident)

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Searching without Consent

Establishing grounds for a search

- Members of staff will undertake a search without consent, if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item or a banned item as identified in the school's Behaviour Policy
- 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 student behaving in a way that causes them to be suspicious
- The member of staff conducting the search must be the same sex as the student being searched and there should be a witness (also a staff member)
- A limited exception to this rule is that a member of staff can carry out a search of a student of the opposite sex to them and without a witness present, if they reasonably believe 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

During the Search

Extent of the search – clothes, possessions
What the law says:

- 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
- 'Possessions' means any goods over which the student has or appears to have control – e.g. bags
- A student's possessions can only be searched in the presence of the student 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
- Use of force - Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm, although such force **cannot** be used to search for items banned under the school rules

After the Search

The power to seize and confiscate items – general
What the law allows:

- A member of staff, as set out in Section 91 of the Education and Inspections Act 2006, can confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so
- A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon, it must be passed to the police
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated
- If a member of staff conducting a search finds **alcohol**, they may retain or dispose of it and not return it to the student
- Where a member of staff finds **controlled drugs**, these must be delivered to the police as soon as possible
- Where a member of staff finds **other substances** which are not believed to be controlled drugs, these can be confiscated if they are believed to be harmful or detrimental to good order and discipline
- Where a member of staff finds tobacco or cigarette papers, they may retain or dispose of them and they will not be returned to the pupil

- Fireworks found as a result of a search may be retained or disposed of and not returned to the pupil
- Where a member of staff finds **stolen items**, the decision may be made to involve the police
- If a member of staff finds a **pornographic image**, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass the item to the police
- Where an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible
- Where a member of staff finds **an item which is banned under the school policy,** they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it

Informing parents and dealing with complaints

- Staff at King's Cliffe Endowed Primary School are not required to inform parents before a search takes place or to seek their consent to search their child
- Although there is no legal requirement to make or keep a record of a search, the school believes that this should be good practice in all cases
- King's Cliffe Endowed Primary School will inform the individual pupil's parents/carers where alcohol, illegal drugs or potentially harmful substances are found

SECTION 5: Use of 'Reasonable Force'

What is reasonable force?

- The term 'reasonable force' covers a broad range of actions that involve a degree of physical contact with pupils
- 'Reasonable' means using no more force than is needed
- Force is usually used either to **control** or **restrain**
    - **Control** – e.g. standing between pupils, blocking a pupil's path, leading a pupil by the arm
    - **Restrain** is typically used in more extreme circumstances – e.g. to physically hold a pupil back to prevent violence or injury, when pupils are fighting and refuse to separate

Points to note:

- Staff will always use verbal reasoning/de-escalation strategies before taking steps to restrain
- Staff at King's Cliffe Endowed Primary School will always try to avoid acting in a way that might cause injury to a pupil but, in extreme cases, it may not always be possible to avoid
- Schools do not require parental consent to use force on a pupil

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force. (Education and Inspections Act 2006)

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
- 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.
- See Appendix A – USE OF FORCE INCIDENT REPORT FORM

6. Remote Learning: Expectations for pupils at home

6.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the Head Teacher – George Norman - if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during required times – although we will take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language and being appropriately dressed
- Any pupils using the National Tutoring Programme to access tutoring are also expected to follow proper online conduct as signed for in the Pupil E-Safety Agreement during tutoring sessions.

This policy links with the following policies:

- Exclusion Policy
- Safeguarding and Child Protection Policy
- Complaints Procedure Policy
- Anti-bullying Policy
- Attendance Policy
- Home/School Agreement
- Pupil E-Safety Agreement
- School procedures on expected behaviour of parents, carers and visitors
- Health and Safety Policy
- E-Safety Policy

Appendix A – USE OF FORCE INCIDENT REPORT FORM

USE OF FORCE INCIDENT REPORT FORM

1. Name of Person Restrained:			
2. Your Name:			
3. Date and Time of Incident			
Date (inc Day)		**Time**	
4. Location of Incident			
☐ Classroom	☐ Playground	☐ Hall	☐ Corridor
☐ Reception	☐ Field/Garden	☐ Toilets	☐ Other (specify)
5. Why was it necessary to restrain?			
☐ Harm to Self	☐ Harm to Others	☐ Damage to property	
☐ Other – Please specify			
6. Was any verbal reasoning / de-escalation used prior to the need to restrain?			
☐ Yes	☐ No		
Please expand: *(Or explain in your statement)*			
7. Were any weapons involved?			
☐ Yes	☐ No		
If 'yes', please stipulate what type of weapon was involved:			
☐ Knife	☐ Glass/Cup	☐ Chair	☐ Bottle	☐ Pen
☐ Other (please specify):			
8. Which technique/s position of restraint did you use?			
9. Who else was involved in the restraint?			
Name(s):			
10. Please list any injuries to you			
11. Please list any injuries to the person restrained			

14. Adult statement – what occurred in your own words

Your statement must set out what happened; give details of your part in the use of force, any restraints you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident. Your statement should be completed independently of other staff involved in the incident.

The use of force must only be used when it is: Reasonable in the circumstance, meaning:	When restraint was used, please tick your primary role:
i. You believed that it was ***absolutely necessary*** & ii. ***Proportionate*** to the seriousness of the situation	☐ Right arm ☐ Left arm ☐ Supervising

Please provide as much detail as possible below, including:

Before the incident (i.e., what lead to the incident, any de-escalation techniques used), during the incident (i.e., what verbal reasoning/de-escalation used prior to the need to restrain, what types of force were employed, duration of the restraint and why it was necessary), and after the incident (i.e., where pupil was relocated to and any injuries sustained).

Type here

Signed:	
Date:	

Pupil Statement:

Type here

Name	
Signed	
Date	

Parent informed (Please date)

☐ Face to face	☐ Telephone	☐ Letter

Action Points for Risk Assessment