



Burbage C of E Infant School



# Behaviour Policy

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Chair of Governors:

Signed:

Date:

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## Rationale

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**‘Schools work best when adults believe in children and children believe they believe in them’** Brien, J - 2020 *Leading Better Behaviour*, Corwin, London

Burbage C of E Infant School is committed to helping pupils and adults flourish; disperse positive behaviours and operate management strategies to promote emotional well-being, learning and enjoyment of all pupils. We expect high standards of behaviour and conduct from pupils, staff and parents or carers to ensure the safety and happiness of everybody at the school and within the community.

We have written this policy, in conjunction with Burbage Junior School, to ensure that best practice, informed by research and DfE guidance enables us to have consistent procedures that are carried out at the school; creating a culture of mutual respect, recognition of responsibilities and associated actions.

Relationships are our number one priority (see table below). This over-arching element is crucial for all pupils to succeed. Staff that know their pupils well, will meet all of their needs. At Burbage C of E Infant School, we are a **team** and aim to develop a sense of belonging.

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### Quality First Teaching Top 10

<p>1. Relationships</p> 	<p><b>This overarching element is crucial for our children to succeed.</b> Staff 'know' their children. We are all polite and respectful of each other. The classroom is a safe place to make mistakes- after all- this is how we learn. Praise is valued. Staff work collaboratively with each other to ensure ALL needs are met. Staff develop strategies for pupils to work collaboratively. There is an 'urgency to learn!'</p>
<p>2. Assessment</p>	<p>Quantative and qualitative assessment informs impact; to modify their teaching at an individual or group level. This is in the form of instant feedback to pupils, reflective marking, standardised testing and reflection opportunities. Questioning is highly considered and structured. Pre-considered before the lesson. There is an appropriate ratio of open and closed questioning. Questioning is targeted.</p>
<p>3. Cultural Capital</p>	<p>ALL children are given opportunities to explore, providing a platform to: make links to prior knowledge, develop communication and language and learn new things.</p>
<p>4. Language</p>	<p>Staff reinforce and promote subject specific vocabulary, tiered- vocabulary and prior knowledge. Children use acquired language through verbal and written communication.</p>
<p>5. Activate prior knowledge</p>	<p>Meta-cognition: By activating prior knowledge through real-life experience, language and reading children will be able to make cognitive links. Drip feed effect.</p>
<p>6. Build upon previous learning</p>	<p>Children will shift from novice to expert learners through a well-planned, progressive curriculum. Staff may use 'gap' analysis to inform planning.</p>
<p>7. Modelling</p>	<p>Collaborative working strategies are incorporated enabling all children to participate. Teachers model their thinking 'out loud'- this ranges from approach/method, editing, recalling prior knowledge, reflection and success.</p>
<p>8. Memorisation (Meta-cognition)</p>	<p>Developed through a variety of strategies to embed learning from working memory to long term. This is through chunking, repetition, chanting, links to prior knowledge, spaced learning, modelling and questioning; through low stakes quizzing to stimulate retrieval.</p>

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9. Practice and Apply (Meta-cognition)	Meta-cognition and self-regulated learning. It is essential that content vs purpose is equally balanced with an appropriate level of <b>challenge</b> , but avoiding cognitive over-load. When learning new content ensure that children have mastery of the recording style. Children need to rehearse the skill to learn the content. Staff display a deep subject-knowledge allowing them to <b>challenge</b> ALL children.
10. Reflect	Self-regulated learning. Children have the time to monitor their learning and assess if it was a successful strategy. By the end of KS1 and beyond they can identify the progress they have made.  Elaboration opportunities present themselves throughout the curriculum. Staff have the time to reflect on feedback.

'Research indicates that children and staff who feel a greater sense of belonging tend to be more motivated and engaged in school and classroom activities, and more dedicated to school. They have higher enjoyment, enthusiasm, happiness, interest and more confidence in engaging in learning.'" Brien, J- 2020 *Leading Better Behaviour*, Corwin, London

Burbage C of E Infant School is an inclusive community. We welcome pupils from all backgrounds: we treat everyone as an individual and aim to develop the whole person so that they flourish; to take their place in modern Britain and the world. To enable this, this policy is based on our school's theologically rooted Christian Vision and Values:

### Vision Statement



We all belong to the Burbage Church of England Infants extended family - school, church, community. We all care for everyone within it. We believe everyone can be a good friend.

*"Love the Lord your G<sup>o</sup>d with all your heart and with all your soul and with all your mind."* Matthew 22:37



We work hard to learn to live together and to be the best we can. We celebrate everybody's strengths and embrace each other's differences, respecting all and living honest lives together.

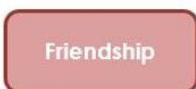
*"Love your neighbour as you love yourself."* Luke 10:27



Learning is amazing and we all strive to discover the next exciting adventure. We all believe that we can and if we can't now, we will soon.

*"Everyone who hears these words and puts them into practice is like a wise man who built his house on the rock."* Matthew 7:24

### School Values



## **1. Aims**

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- 1.1 As a church school we aim to promote, throughout the school, standards of behaviour which demonstrate respect, both for people and property, as well as fairness and consideration for the feelings of others.
- 1.2 We aim to provide a secure, caring environment in which everyone is equally valued and positive behaviour is recognised, praised and encouraged.
- 1.3 To achieve this, we must all lead by example, applying rules consistently and fairly and respecting the views and feelings of everyone in the school, both adults and children.
- 1.4 We value honesty at all times, fostering in our children a sense of right and justice, in line with our Christian Vision and Values.
- 1.5 Children should be helped to recognise, understand and discuss their own feelings and to listen and be sensitive to the feelings of others.
- 1.6 Children should develop understanding and the importance of forgiveness.

## **2. Written statement of behaviour principles**

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- 2.1 As a church school we welcome all children and their families. We value diversity and inclusivity for a more cohesive community;
- 2.2 Every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others;
- 2.3 All pupils, staff and visitors are free from any form of discrimination;
- 2.4 Staff and volunteers set an excellent example to pupils at all times; the Behaviour Policy is understood by pupils and staff, and followed consistently;
- 2.5 Exclusions will only be used as a last resort, after all other solutions have been tried;
- 2.6 Pupils are helped to take responsibility for their actions;
- 2.7 Parents/carers are partners in promoting good behaviour, and good communication helps to foster good relationships between the school and home.

## **3. Route to resilience**

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- 3.1 What is character education?

Character Education is the explicit and implicit educational and daily life activities that help children to develop positive personal strengths that will allow them to navigate the school environment, communities and the wider world – it supports the core structure of the education of the whole child as an individual. It strengthens relationships. It is an integral part of a balanced and well-rounded curriculum.

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The emphasis of character education is not about 'fixing' the children but to make them successful individuals that flourish.

The use of character strengths and a focus on flourishing play a vital role in promoting a positive mental health and wellbeing for children. They **include our Christian Values** and enable our pupils and staff to achieve our theologically rooted Christian Vision:



Character education and the strengthening of muscles requires praise and recognition to be placed on a child's character and attitude, not just their competence – how they do something, not just what they do!

### 3.2 The impact of character education

- Science explains that when we are using and strengthening our character muscles it releases dopamine;
- When children understand and use their character muscles it increases their self-esteem;
- Character education provides the foundation for improved attainment, better behaviour and increased employability and flourishing societies;
- Develops partnerships with parents, families and the wider community;
- It supports the understanding and recognition of our Christian Vision and Values, British Values and children's Spiritual, Moral, Social and Cultural development;

'We must place a character education where it will nourish and nurture, challenge and confront, extend and enlarge educational and life experiences for our children. It must underpin, not undermine, the wider curriculum and teaching and learning as a whole' (Cowley, A, 2021).

All pupils and adults are expected to meet and exhibit our school values. Staff must make regular reference to, with their pupils; modelling the appropriate language. These characteristics are recognised within our celebration assembly.

As a Christian School, Character Education virtues are explicitly taught and further developed through Collective Worship and school culture. As a result, there is a consistent focus on Spiritual Development. Children are encouraged to LOOK IN, LOOK OUT and LOOK UP.

## 4. Promotion of positive behaviours

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### 4.1 Golden Rules

In order to promote our agreed Vision Statement, "*Loving; Living; Learning;*" we have in place a set of five "Golden Rules", linked to our five school Christian Values:

- We will be kind and gentle (Friendship)
- We will try our best (Perseverance)
- We will look after things (Compassion)
- We will listen to others (Respect)
- We will tell the truth (Truth)

These inform our practices and beliefs, and help to guide our behaviour towards others:

- Children who follow the five Golden Rules will ascend the behaviour ladder in each classroom; there are 5 rungs for EYFS, 7 for Year 1 and 10 for Year 2;
- When children reach the top of the ladder they are awarded a certificate. There are a range of different themed certificates to collect, to sustain motivation;
- If children choose to break the Golden Rules, they will 'Step Off' the ladder, putting their name/ picture to the side of the ladder. During this time, children will be encouraged to have 'Thinking Time' and be given the opportunity to change their behaviour to 'Put it Right'. They will then step back on the ladder, at the same point they stepped off.
- If children 'Step Off' the ladder more than 3 times during the day, or they refuse to 'Put it Right', or their behavior has caused physical or emotional harm to others, they will move to a different area of the board. The teacher may seek support from another member of staff or the senior leadership team at this point. The teacher will speak to their parent at the end of the day. Each new day is a fresh start, to demonstrate the importance of forgiveness, and the child will 'Step Back' onto the ladder at the same place they stepped off;
- All children receive Golden Time for half an hour on a Friday afternoon to celebrate following the Golden Rules. Children can choose from a variety of activities as a reward, eg. parachute, puppets, table-top games, outdoor play; Class teachers should use some of this time to speak to those children who have repeatedly stepped off the ladder during the week, supporting them to reflect on their behaviour and consider what they could do differently the next week;
- ALL school staff apply these practices consistently across the school

Whole school Golden Rules should:

- Be re-established annually, usually in September;
- Be written out clearly and displayed where they can be regularly seen
- Always be positives (no 'don'ts');
- Be realistic, with everyone understanding why they are needed;
- Be regularly revisited;
- Be communicated to parents/carers.

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### 4.2 Listening skills

Develop listening skills which will ensure that children listen to, and respect, the feelings of others.

#### 4.3 Expression of feelings

Develop children's ability to express their feelings, helping them to understand that we all have positive and negative feelings and that they should be sensitive to the feelings of others.

#### 4.4 Self-Esteem

Raise children's self-esteem, ensuring that everyone feels valued; they belong and recognises the values of others.

- Verbal feedback, either to the child on their own or drawing it to the attention of a group, whole class, etc. (eg. "Look how well xxx has done this.");
- Stars or stickers either stuck on to a piece of work or on to the child's clothing to wear for the day. There are also certificates for the lunchtime period. For really special achievements, Executive Headteacher and Deputy stickers;
- Work mounted, 'named' and displayed;
- Themed ladder certificates for reaching the top of the rungs through demonstrating the Golden Rules.
- Certificates for a variety of things in our Celebration Worship;
- Half an hour of Golden Time every week;
- Additional class reward systems to promote positive behaviours developed by teachers for the individual needs of the class;

Give responsibility - this can be in the form of:

- Being class 'helper' or 'monitor';
- Taking messages;
- Being responsible for own belongings (PE kit, outdoor coat, book bag, etc);
- Keeping classroom/school tidy;
- Older child helping younger ones;
- Peer tutoring (within own class or year group);
- Being a play leader for lunchtime sport and games;
- School Council representatives;
- Eco Committee representatives;
- Collective Worship leaders

#### 4.5 Collaborative Skills

Develop collaborative skills enabling children to work and co-operate together, becoming both independent and interdependent. Help children to improve play skills both inside and outside.

#### 4.6 Lunchtime Period

The lunchtime period is particularly important as it is the longest period of "non-structured" play. It should provide a seamless transition between the morning and afternoon sessions. Lunchtime supervisors can help by rewarding children with the 'Munchin on your Luncheon' Award and organising games and other playground

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activities.

- Class discussions – what do we play at playtime? How do we establish 'rules' for games?
- For children who find playtimes difficult, make a playtime plan. What do I plan to do this playtime? What shall I play? Who shall I play with?
- At School Council we frequently discuss ways in which playtimes might be improved;
- Small group and 1:1 support offers more structure and a higher level of supervision for children with particular needs who are likely to find lunchtimes more challenging;
- Play Leaders and a PE HLTA at lunchtime to engage children in more activity and to keep children busy and happy.
- Buddy benches and friendship benches/stop to encourage new friendships.
- A member of senior leadership is on duty

## 5. Pupil support for self-regulation

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5.1 At Burbage C of E Infant School we are focused on, 'WHY is the pupil showing particular behaviours?' If we can 'uncover' the root cause, then we can support the pupil. Class teachers use the 'WIN' statements within their classrooms for 'Right Time' support.

The WIN statements are:

- I am wondering...
- I imagine...
- I notice...

5.2 Allow pupils some time to self-regulate before resolving any issues. Some pupils may need co-regulation and a safe place to calm.

5.3 Each class has a well-being check in. This is an emotion chart using the 'colour monsters'. Staff monitor this and provide support when needed. Concerns are reported to a Designated Safeguarding Lead.

5.4 In addition, our school provides a range of early help. This ranges from interventions, for example: ELSA (Emotional Literacy Support Assistant), signposting and school based social activities. Some families may benefit from an Early Help Assessment

## 6. Dealing with misbehaviour

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6.1 'All behaviours are an **unmet** need' (O'Brien, J). Negative behaviours occur when a person is dispersing emotions. Please remember, if emotions are unregulated at that point in time, they are unable to engage the 'thinking' aspect of their brain. We have to support them first; to self-regulate, before any resolution can be found. **It is important to remember that misbehaviour can be an indication of abuse, and form part of a safeguarding concern.**

6.2 Pupils to be made aware that their adult will deal with the issue at an appropriate time, this may not always be straight away as learning takes priority.

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6.3 When dealing with misbehaviour, staff will **always remain calm and in control**. Staff must never:

- Over-react;
- Shout;
- Humiliate;
- Use sarcasm;
- Make assumptions about what you can't prove;
- Apply consequences to whole groups.

6.4 It is important to demonstrate forgiveness/ absolution.

6.5 Staff members will set a positive example by behaving in a respectful manner at all times. This will encourage and foster an atmosphere where pupils and adults respect and value one another and treat each other with respect and care. Staff must adhere to the Safer Working Practice (See Safeguarding in Education Induction leaflet). Adults should:

- Maintain eye contact when discussing behaviour with a child, where possible and appropriate (remember the child may not and this is ok);
- Be consistent;
- Keep calm;
- Listen carefully to both sides;
- Consistently apply strategies to promote positive behaviours;
- Comfort with consent;

6.6 Staff will encourage pupils to resolve conflicts by reflection, discussion and negotiation.

6.7 When misbehaviour occurs, members of staff will apply: listening intently to the pupil or pupils concerned and identify the reason(s) for the behaviour. Eventually, staff will explain to the pupil or pupils why their behaviour was inappropriate and the consequences for themselves and other people involved in the incident. For example: the pupil must be supported to understand:

- 'It is ok to feel angry about .... but *it is not* ok to...

6.7 The consequences should be appropriate for the behaviour and the individual child. Possible sanctions are:

- Reminder of expectations;
- Move child's name off the ladder for 'thinking time';
- Immediate time out in the room/cease activity;
- Re-doing work/completing work;
- Missing part of playtime;
- Apology (if appropriate) to 'put it right';
- Enlisting the help of a colleague by sending the child to another classroom for a short time;
- A class teacher may enlist the support of parents/carers through discussion.

*If a child is withdrawn from the classroom situation, it is important that they are sent to an appropriate place and still have access to the same learning as their peers.*

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6.8 A child whose behaviour is causing concern should be reported to the Deputy Headteacher/Executive Headteacher who will:

- Speak to the child;
- Withdraw from the classroom;
- Classteacher/LSA/HLTA must record the incident on CPOMS;
- Inform the child that any repetition will mean that the parents may be involved;
- Teacher/SLT to contact parent/carer;
- Suggest a suitable consequence/reflection to the teacher;
- Respond to the adult's CPOMS log and add a sub-category to the behaviour tab.

6.9 A child who displays persistent misbehaviour:

- Involve parents if the behaviour is repeated;
- Discuss with Inclusion Support;
- Agree an action plan with the parents for home/school collaboration, which may, include a temporary part-time timetable (where judged to be in the child's best interests and supported by parents).

## **7 Our duty to make reasonable adjustments for pupils with SEND**

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Some children will have experienced trauma in their early life, or may have special needs which mean they will find it more difficult to follow the expectations we set for others. In these cases, it will be necessary to make reasonable adjustments to our policy to enable them to succeed. It may also be appropriate to take advice from external agencies, for example, the Educational Psychologist, Paediatrician, ADHD Solutions, Autism Outreach, Oakfield Behaviour Outreach Support, or the LA Inclusion Service.

## **8 Monitoring of behaviours**

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The school records incidents on a secure database. Data records the pupil(s) involved and actions/plans. This can be reviewed, if a pattern emerges SLT will initiate intervention or consider a pupil referral; involving the classteacher, pupil and parents or carers.

## **9 Child on child abuse**

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Child on Child abuse is the **deliberate** act to cause harm to another. This can be physical, emotional, verbal or sexual. This will not be tolerated and is a serious act. This is dealt with by the Executive Headteacher/Deputy Headteacher.

## **10 Bullying**

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10.1 School uses the STOP (Several Times on Purpose) Campaign to support children to understand what bullying is. Please refer to the school's Anti-Bullying Policy.

10.2 All staff must REMEMBER: **consistency of approach**; we are **all responsible** for promoting acceptable behaviours- **everywhere** in school. Therefore, staff have agreed the behaviour expectations. See Appendix 1.

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## 11 Persistent/serious acts of misbehaviour

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### 11.1 Report and record

Staff must report incidents on CPOMS under the category of Behaviour and speak to a DSL.

### 11.2 Internal exclusion

Where appropriate, pupil may be subject to an internal exclusion, working within the school but in isolation to their peers. This should only be used when dealing with a characteristic offence that reflects a pattern. Pupils must still access their learning.

The Executive Headteacher is not authorised, even if requested by the parents or carers, to allow them to voluntarily take their child home to 'reflect'.

### 11.3 Suspension and exclusion

The school adopts the Local Authority Guidance for this, which may be adopted for pupils who consistently display unacceptable behaviour or act in a manner that is serious enough to warrant its application.

### 11.4 Exclusions may be:

**'Suspension'**: A set period of time set by the Executive Headteacher.

**'Exclusion'**: Removal from the school roll.

**'Permanent Exclusion'**: In the rare case of permanent exclusions, pupils will not be permitted on school site. The Local Authority will be informed of the action and take necessary steps to find alternative education. The school Governing Board adopts the Local Authority guidance regarding exclusions.

## 12 Specified suspension times

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12.1 The Executive Headteacher may choose to suspend a pupil from school site at specified times in order to address periods where 'behaviour triggers' occur. For example, pupils may be suspended from the school site at lunch times, break times or before and after the school day. It is the responsibility of the parent/carer to ensure appropriate care arrangements for their child during any periods of suspension.

## 13 Positive handling/reasonable force

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13.1 The handling of pupils is to be avoided at all times and staff act in accordance with Positive Handling. As a guide to law:

Only appropriate 'positive handling' is to be used in such cases (all occurrences must be reported immediately to a member of the SLT).

13.2 There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or

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restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and positive behaviours at the school or among pupils.

- 13.3 The Executive Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **14 Searching, screening and confiscation**

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- 14.1 School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

### 14.2 Searching

Only the Executive Headteacher and Lead DSL are authorised to carry out a search- together. For example, to search for stolen property or prohibited items. We will also ensure that a matching gender representative is present. The Executive Headteacher may not require any other member of staff to undertake a search if they refuse.

The Executive Headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The Executive Headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.

If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in Part 1 of Keeping Children Safe in Education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

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### 14.3 Before searching

A search can be considered if the 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. See paragraphs 2-4 on powers to search.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve;
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehavior consistently and fairly.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items but not to search for items which are identified only in the school rules.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

### 14.4 During a search

#### 14.4.1 **Where**

An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must 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.

#### 14.4.2 **Who**

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

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- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

A member of staff may search a pupil's outer clothing, pockets, possessions, drawers or bags. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes drawers and bags. A member of staff is able to search drawers or bags or other personal spaces at the school for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the school rules for which a search can be made.

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.

The member of staff's power to search outlined above does not enable them to conduct a strip search. No member of staff will conduct a strip search. The Executive Headteacher will not allow an external agency to conduct this on site.

## **15 Questions/concerns/contact:**

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Any questions or concerns regarding this policy should be made to the Executive Headteacher. This policy has been written in consultation with our Church School Vision and Values, ~~Mental Health Steering Group~~, Mental Health Lead, staff, pupils and Burbage Junior School.

## **16 Monitoring**

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The governing body will review the policy every three years in conjunction with Burbage Junior School/guidance. It will be monitored by the Quality of Education Committee.

## **17 References**

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The Bible

School Vision and Values

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DfE, *Mental Health and Behaviour in School*

DfE, *Keeping Children Safe in Education*

DfE, Searching, Screening and Confiscation Advice for schools

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THRIVE Approach

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Appendix 1

Staff expectations and pupil expectations will aim to meet <i>Our Vision:</i>		
<p style="text-align: center;"><b>And Values:</b></p>		
	Positive/Expected Behaviours	Cause for concern Behaviours
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Follow school Golden Rules</li> <li>• Kind words, hands and feet</li> <li>• Follow class rules</li> <li>• Try your best</li> <li>• Always admit it if we do something wrong</li> <li>• Tell the truth</li> <li>• Listen carefully</li> <li>• Follow instructions</li> <li>• Work in teams to have fun and achieve more</li> <li>• Help others whenever we can</li> <li>• Never give up, always try our hardest to improve on our personal best</li> <li>• Think carefully</li> <li>• Be brave, have a go</li> <li>• Focused</li> <li>• Treat each other as we would like to be treated</li> <li>• Include everyone in all activities</li> <li>• 'Good sitting', ready to learn</li> <li>• Manners</li> <li>• Hand up to speak during whole class input</li> <li>• Let someone know if we are finding</li> <li>• Reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Hurting others through words and actions</li> <li>• Talking over/calling out</li> <li>• Defiance</li> <li>• Damaging school property</li> <li>• Rudeness to all adults</li> <li>• Not being honest</li> <li>• Not doing your best</li> <li>• Leaving the classroom without permission</li> <li>• Refusing to work</li> <li>• Inappropriate words/swearing</li> <li>• Bullying</li> <li>• Making others feel unsafe</li> <li>• Toys from home</li> <li>• Entering storage cupboards</li> <li>• Taking items from a teacher's desk</li> </ul>

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<p><b>Playground</b></p>	<ul style="list-style-type: none"> <li>• Follow school Golden Rules</li> <li>• Listen carefully</li> <li>• Follow instructions</li> <li>• Play fairly with others</li> <li>• Kind words, hands and feet</li> <li>• Manners</li> <li>• Take care of our possessions and the school property</li> <li>• Work in teams to have fun and achieve more</li> <li>• Tolerant of others choices</li> <li>• Use the bins for litter</li> <li>• Respect the play leaders</li> <li>• Treat each other as we would like to be treated</li> <li>• Keep our classroom, lunch hall and playground tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Play fighting</li> <li>• Rough play</li> <li>• Entering building before teacher/midday handover</li> <li>• Damaging resources/carelessness</li> <li>• Use of inappropriate words/swearing</li> <li>• Being unkind</li> <li>• Not sharing equipment</li> <li>• Rudeness to all adults</li> <li>• No trading cards</li> <li>• No gifting</li> </ul>
<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>• Follow school Golden Rules</li> <li>• Never take anyone for granted and take care of each other</li> <li>• Make sure our school is a fun place to be</li> <li>• Find time to smile and laugh</li> <li>• Polite greetings</li> <li>• Walking sensibly around school</li> <li>• Listening</li> <li>• Following instructions</li> <li>• Sharing</li> <li>• Patience in cloakrooms</li> <li>• Work as a 'team'</li> <li>• Communicate my worries to a trusted adult</li> <li>• Manners</li> <li>• Be a role model</li> <li>• Toilet hygiene</li> <li>• Taking care of property</li> <li>• Picking things up</li> <li>• Hang coats and bags up</li> <li>• Indoor voices by all</li> <li>• Great attendance</li> <li>• Accepting a mistake</li> <li>• Positive conduct within the community when travelling to and from school</li> <li>• Keep our classroom, lunch hall and playground tidy</li> <li>• Follow school rules before and after school</li> <li>• Use the internet appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Talking during assembly</li> <li>• Running indoors</li> <li>• Shouting indoors</li> <li>• Leaning on corridor displays</li> <li>• Being in the classroom without an adult present</li> </ul>

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