Vauxhall Primary School

Pupil Behaviour Policy

Article 29: . Education must encourage the child's respect for human rights and the environment. (Goals of Education)

Date updated: September 2026 **Review Date: September, 2028**

Updated on:	Changes made / notes:
4th October 2024	**Addition of a behaviour support plan and missed playtime for children who receive a red card**
Nov 2025	**Changes to yellow card sanction to include the child will spend time in another class to complete their task for one session.**
Aug 2026	**➔ Updates of legal frameworks** **➔ Responding to Misbehavior from SEND Children** **➔ Mobile Phone Use** **➔ Good to be green system - turning card to the side as a visual warning/ use of 2nd and 3rd warning cards for Years 1 to 4** **➔ Appendix 4 - Restrictive Intervention, including reasonable force**

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Introduction

At Vauxhall School, we believe in the importance of high expectations of pupil behaviour. We understand that well-ordered classrooms and playground need to be worked for and can be achieved through clear expectations for all pupils and staff.

1 Aims and Objectives

This is the behaviour policy of **Vauxhall Primary School.** The aims of this policy are as follows:

1.1 to create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;

1.2 to create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour;

1.3 to actively promote and safeguard the welfare of pupils at the School and to protect all who come into contact with the School from harm;

1.4 to foster good working relations in an atmosphere that promotes learnings as well as to ensure, so far as possible, that every pupil in the school is able to benefit from and make their full contribution to the life of the school, consistent always with the needs of the school's community;

1.5 to set out a clear and fair process for the proper investigations of allegations of poor behaviour and / or breaches of discipline;

1.6 to encourage pupils to accept responsibility for their behaviour;

1.7 to consider how negative behaviours can be prevented or prevented from recurring;

1.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;

1.9 to establish and maintain systems that acknowledge and regard positive behaviour for learning as well as set out the sanctions available to the school in the event of pupil misbehaviour;

1.10 to help promote a whole school culture of safety, equality, inclusion and protection.

1.11 to help promote the Vauxhall Core Values in all that we do.

1.12 This policy forms part of the schools' whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the school to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

1.13 Although this policy is necessarily detailed, it is important to the school that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The school welcomes feedback on how we can continue to improve our policies.

2 Scope and application

2.1 This policy applies to the whole school, including the Early Years Foundation Stage (**EYFS**).

2.2 This policy applies to all pupils at the School and at all times when a pupil is:

2.2.1 in or at the school (to include any period of remote education);

2.2.2 representing the school or wearing school uniform;

2.2.3 travelling to or from the school;

2.2.4 on school organised trips;

2.2.5 associated with the school at any time.

2.3 This policy shall also apply to pupils at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:

2.3.1 affect the health, safety or well-being of a member of the school's community or a member of the public;

2.3.2 have repercussions for the orderly running of the school; or

2.3.3 bring the School into disrepute.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education Act 2002, as amended by the Education Act 2011;

3.1.2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The School Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;

3.1.3 The Education and Inspections Act 2006;

3.1.4 The Education Act 1996;

3.1.5 TThe Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 and as modified and amended by The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.

3.1.6 Education (Independent School Standards) Regulations 2014;

3.1.7 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);]

3.1.8 Education and Skills Act 2008;

3.1.9 Children Act 1989;]

3.1.10 Childcare Act 2006;]

3.1.11 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);

3.1.12 Human Rights Act 1998; and

3.1.13 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Keeping children safe in education (DfE, September 2025 updated 2026) (**KCSIE**);

3.2.2 Working together to safeguard children (DfE, July 2018 updated July 2022 & March 2026);

3.2.3 Information sharing advice for safeguarding practitioners (DfE, July 2018)

3.2.4 Behaviour in schools: advice for Headteachers and school staff 2022 (updated DfE February 2024);

3.2.5 Preventing and tackling bullying, advice for Headteachers, staff and governing bodies (DfE, July 2017)

3.2.6 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, September 2022 & updated July 2026) (**Suspension and Permanent Exclusion Guidance**);

3.2.7 Use of reasonable force (DfE, July 2013); Restrictive intervention, including reasonable force in schools (DFE 18th December 2025)

3.2.8 Searching, screening and confiscation (DfE, July 2022);

3.2.9 Alternative provision (DfE, January 2013, updated February 2025) (**AP Guidance**);

3.2.10 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, December 2020, updated March 2024);

3.2.11 Mental health and behaviour in schools (DfE, November 2018);

3.2.12 Equality Act 2010: advice for schools (DfE, June 2018);

3.2.13 Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019); updated December 2023

3.2.14 Guidance for appropriate adults (Home Office, April 2003, updated December 2024);

3.2.15 Relationships education, relationships and sex education and health education (DfE, June 2019); and updated July 2026

3.2.16 The designated teacher for looked-after and previously looked-after children (DfE, February 2018)

3.3 The following school policies, procedures or other resource materials are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:

3.3.1 Anti-bullying policy;

3.3.2 School uniform policy;

3.3.3 Statement of behaviour principles;[1]

3.3.4 Acceptable use policy for pupils;

3.3.5 Online safety policy;

3.3.6 Safeguarding and child protection policy and procedures;

3.3.7 Special educational needs policy;

3.3.8 Staff code of conduct;

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3.3.9 Relationships education and / or Relationships and sex education policy

4 Publication and availability

4.1 This policy is published on the school's website.

4.2 This policy is available in hard copy on request.

4.3 A simplified copy of the policy is available in the **Vauxhall Guide** and the **Home School Agreement**. Parents will be reminded of this on an annual basis.

4.4 A copy of the policy is available for inspection from the School Administrator during the school day.

4.5 This policy can be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **Proprietor** are references to the school (Vauxhall Primary School)

5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).

5.1.3 References to **school days** mean Monday to Friday, when the school is open to pupils during term time. The dates of terms are published on the school's website.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under S.149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:

6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;

6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.3 Any punishment imposed on a pupil will be legal and proportionate. The punishment will be reasonable in all the circumstances and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.4 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:

6.5 School leaders will:

6.5.1 Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;

6.5.2 Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;

6.5.3 Make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;

6.5.4 Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;

6.5.5 Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils' behaviour;

6.5.6 Encourage engagement with experts e.g. educational psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.

6.6 School staff will:

6.6.1 play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;

6.6.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;

6.6.3 challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts;

6.6.4 communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;

6.6.5 consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

6.7 In order to achieve this, the Proprietor has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Keeping the policy up to date and compliant with the law and best practice	Headteacher	As a minimum annually, ideally termly, and as required
Reviewing induction and ongoing training for staff	Deputy Headteacher /Board of Governors	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Headteacher & SLT, as appropriate	As a minimum annually, ideally termly, and as required

Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Headteacher & SLT, as appropriate	As a minimum annually, ideally termly, and as required
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Board of Governors, Headteacher & SLT, as appropriate	As a minimum annually, and as required
Overall responsibility for content and implementation	Headteacher	As a minimum annually.

7 Promoting high expectations of good behaviour

7.1 Pupils are educated about good behaviour through the operation of the school's curriculum, PSHE, relationships education / relationships and sex education] programme[s] and and embedding principle of the UNCRC - UN Convention on the Rights of a child . Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). Illustrative of the ways in which the school teaches the behaviour curriculum are set out in Appendix 1. This will also include induction to school systems and routines on joining the school and re-induction after removal from the classroom, time spent at off-site provision or in Pupil Support Units and following suspension.

7.2 The school understands that rewards can be more effective than punishment in motivating pupils. The ways in which the school may reward good behaviour are set out in Appendix 1.

7.3 The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes.

7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

8 Responding to unacceptable behaviour

8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the school's behaviour policy.

8.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.

8.3 The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

9 Minor breaches of this policy

9.1 The school adopts a culture of openness and transparency and, where there are any concerns regarding

breaches of discipline, contact should be made with the school at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.

9.2 The school has support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the school's policies on behaviour.

9.3 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.

9.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes

9.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.

9.6 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the school's community as a whole.

10 Serious and / or persistent breaches of this policy

10.1 Allegations, complaints or rumours of serious and / or persistent breaches of discipline should be referred to the Headteacher.

10.2 The decision to issue a sanction and the sanction itself must be made on the School's premises or whilst the pupil is under the charge of the relevant member of staff.

10.3 The main categories of misconduct which are likely to be considered to be serious breaches of this policy include, but are not limited to:

10.3.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the school policy on smoking, drugs and substances;

10.3.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying or prejudice based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator;

10.3.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling

10.3.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");

10.3.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);

10.3.6 abuse in intimate personal relationships between peers (teenage relationship abuse);

10.3.7 sexual violence, sexual harassment and up-skirting and other harmful / inappropriate sexual

behaviour;

10.3.8 making or sharing of nudes or semi-nudes this explicitly includes images digitally altered or wholly generated by artificial intelligence (e.g., deepfakes);

10.3.9 behaviour in contravention of the school's policies on the acceptable use of technologies or online safety;

10.3.10 supply or possession of pornography;

10.3.11 behaviour which may constitute a criminal offence, such as:

(a) possession or use of firearms, knives or other weapons;

(b) vandalism, defacement and / or destruction of school property

10.3.12 persistent breaches of discipline or attitudes or behaviour which are inconsistent with the school's ethos;

10.3.13 other misconduct which affects the welfare of a member or members of the school's community or which brings the School into disrepute (single or repeated episodes) on or off the school's premises;

10.3.14 other misconduct specifically provided for in the school's various policies on behaviour.

10.4 The school aims to operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken:

10.4.1 in response to a serious breach and / or persistent breaches of the school's Behaviour policy]; and

10.4.2 where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.

10.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in 0.

10.6 Complainants will be taken seriously and the school will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the school. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in Appendix 3.

10.8 Appendix 1 sets out a non-exhaustive list of possible sanctions which may be imposed for serious and / or persistent breaches of discipline / this policy.

11 Suspected criminal behaviour

11.1 Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the Police.

11.2 The school will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the school (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the

mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.

11.3 Where a report is made to the Police, the school will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The school will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.

11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the school may decide to continue its investigation and impose sanctions.

11.5 The school will follow its safeguarding and child protection policy and procedures] at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

12 Removal from the classroom

12.1 The school's arrangements for removal from the classroom are outlined in Appendix 2 below.

12.2 The school will only remove a pupil from the classroom for serious disciplinary reasons, as a formal sanction under this policy. Removal from the classroom is different to the use of separate spaces (for example, sensory/nurture rooms used for non-disciplinary reasons to meet a pupil's needs) or seclusion.

12.3 Removal from the classroom will only happen for the following reasons:

12.3.1 to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

12.3.2 to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

12.3.3 to allow the pupil to regain calm in a safe space.

12.4 The school will consider whether removal from the classroom is proportionate, and will take into account the circumstances of each individual case, with parents being notified on the day.

12.5 The school will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal.

12.6 The Headteacher will maintain overall strategic oversight of the use of removal from the classroom.

13 Intervention, support and reintegration

13.1 The school will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The school has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.

13.2 The range of intervention strategies that the school will put in place include as appropriate, include for example, but are not limited to:

13.2.1 frequent and open engagement with parents, including home visits if deemed necessary;

13.2.2 providing mentoring and coaching through use of ELSA and other programmes

13.2.3 short-term behaviour or longer-term behaviour plans;

13.2.4 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.]

13.3 Where the school has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and/or whether a multi-agency assessment is appropriate.

13.4 Following a sanction, the school will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the school. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.

13.5 The school will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom or suspension.

14 The role of Parents

14.1 The school seeks to work in partnership with Parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the Parents' obligations to the school to support the school's policies on behaviour.

14.2 The school recognises that communicating the school policy to all members of the school community, including parents, is an important way of building and maintaining the School's culture.

14.3 Where a parent has a concern about the management of behaviour, they should raise this directly with the school whilst continuing to work in partnership with them.

14.4 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately e.g. by the police if they are involved.

14.5 Parents will be notified of any pending disciplinary action in accordance with paragraph 9.4.

14.6 Parents will also be notified of disciplinary sanctions:

14.6.1 imposed for significant minor breaches of discipline (persistent minor breaches such as changes of yellow cards); and

14.6.2 those imposed for serious breaches of discipline and any rights of review

as required and / or within school reports.

14.7 Parents will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to a significant concern about pupil welfare.

14.8 Whenever the Headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

15 The role of Pupils

15.1 Every pupil will be made aware of the school behaviour standards, expectations and the school's approach to a failure to meet required standards consequence processes. Pupils will be taught they have a duty to

follow the school behaviour policy and uphold the school rules and should contribute to the school culture.

15.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarise them with the school behaviour culture.

16 Responding to misbehaviour from pupils with SEND

16.1 Recognising the impact of SEND behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

A. Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
B. Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
C. 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, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

A. Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
B. Develop proactive strategies to reduce the likelihood of restrictive interventions being used
C. We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Some of our approaches to anticipating and removing triggers of misbehaviour are set out below.

1. Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
2. Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
3. Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
4. Training for staff in understanding conditions such as autism
5. Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

16.2 **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

The pupil was unable to understand the rule or instruction

The pupil was unable to act differently at the time as a result of their SEND

The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

16.3 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/carers to create the plan and review it on a regular basis

16.4 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 matter. If appropriate, the school may request an emergency review of the EHC plan with Lambeth Local Authority.

17 Safeguarding and child-on-child abuse

17.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

17.1.1 bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);

17.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);

17.1.3 sexual violence and / or sexual harassment;

17.1.4 causing somebody to engage in sexual activity without consent

17.1.5 upskirting and / or attempts to commit upskirting;

17.1.6 making or sharing of nudes or semi-nudes, this explicitly includes images digitally altered or wholly

generated by artificial intelligence (e.g., deepfakes) all such incidents mandate a safeguarding response.; and

17.1.7 initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

17.2 Child-on-child abuse can occur both inside and outside of the School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can led to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

17.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic and misandric messages, making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography.

17.4 In line with the school's aims and culture of openness and encouragement to report, the school's policy and procedures with regard to child-on-child abuse are set out in the school's Safeguarding and child protection policy and procedures. Challenging behaviour may indicate safeguarding concerns including modern slavery, financial exploitation, and child-to-parent abuse. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and child protection policy and procedures will take priority.

18 Malicious allegations

18.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Headteacher will also consider whether to take disciplinary action against the pupil in accordance with this policy.

18.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

18.3 The School will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

19 Restrictive intervention, including use of reasonable force

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways. Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

19.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to

restrain pupils, using no more force than is needed for the least amount of time.Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 4. More detailed guidance about restrictive intervention, including reasonable force, is provided to staff in the Staff code of conduct.

19.2 Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation.

20 Mobile Phone

Vauxhall Primary School mobile phone use is in line with the updated KCSIE 2026 guidance. Phones may be brought into school but must be switched off and handed into the Reception before entering the classroom. The phones will be stored in labelled pouches, in a box in the secured office and returned at the end of the day.

20.1 During the school day and after school

- Mobile phones must not be used during lessons, in corridors, during transitions, at breaktime, lunchtime, clubs or school events.
- Smartwatches with messaging, recording or communication functions must not be worn during the school day.
- Devices may only be turned on only when pupils have left the school site

20.2 Exceptions & Reasonable Adjustments

Exceptions to this policy must be rare, clearly justified, and recorded inline with safeguarding, SEND and medical requirements. All exceptions will be reviewed at least yearly to ensure they necessary and appropriate and subject to

the safeguarding expectations.

20.2.1

Medical needs - Where a device forms part of a medical management plan, (eg Diabetes monitoring systems,Medical devices requiring connectivity), schools should undertake an appropriate risk assessment to ensure safeguarding and effective supervision.

20.2.2

SEND and Additional Needs -our schools will consider reasonable adjustments where required to meet their duties under the Equality Act 2010 and SEND legislation. Any agreed exception should:

be individually assessed

- be proportionate to need
- be clearly documented
- be reviewed regularly

In some circumstances, controlled or restricted use of a device may support communication, emotional regulation, accessibility or wellbeing.

20.3 Sanctions

If a pupil is seen using a mobile phone during the school day the phone will be confiscated immediately by a member of staff and placed in the box in the secure office. Parents/carers will be informed on the day.

Return of confiscated phones:

- **First offence:** Phone returned to the pupil at the end of the school day

- **Subsequent offences:** Phone must be collected by a parent/carer

20.4 Expectation for staff

Staff are expected to model the highest standards of professional conduct at all times. This includes the use of personal mobile phones or personal devices. Staff must not use personal devices for:

- Taking photos of pupils
- Storing or transferring personal data
- Using AI tools with identifiable pupil data

20.5 Parents, Carers, Visitors and Contractors

Visitors must follow school rules; where required, phones must be turned off while on the school premises.

21 Searching pupils

21.1 School staff may search a pupil and their possessions for any item if the pupil agrees. The member of staff must ensure the pupil understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched and the factors that may influence the pupil's ability to agree[2].

21.2 The school will follow its safeguarding and child protection policy and procedures at all times if a safeguarding concern arises as a result of any actions connected with a search of a pupil.

21.3 If a pupil is not willing to co-operate with the search, the school will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL/Headteacher or appropriate member of SLT.

21.4 **If a pupil refuses to cooperate with a search, the Headteacher, and staff authorised by the Headteacher, may use reasonable force to search a pupils' possessions. Where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see appendix 5 for further details in this respect). Reasonable force cannot be used to search for items that are banned by the School.**

21.5 If a pupil continues to refuse to cooperate, they may be sanctioned in line with the school's behaviour policy] where this is appropriate, in a consistent, fair and proportionate way.

22 Staff training

22.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:

- how staff can support pupils in meeting high standards of behaviour
- how staff can to ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way
- where applicable to reflect the needs of particular pupils.

22.2 The level and frequency of training depends on the role of the individual member of staff.

22.3 The school maintains written records of all staff training.

2

23 Risk assessment

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, behaviour plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

The Headteacher has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.

Day to day responsibility to carry out risk assessments under this policy will be delegated to relevant members of the Senior Leadership Team.

24 Record keeping

All records created in accordance with this policy are managed in accordance with School policies that apply to the retention and destruction of records.

The school will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.

The school will keep a separate record on CPOMS for:

allegations and concerns reported in respect of:

(a) sexual harassment or sexual violence;

(b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / bi-phobic / transphobic bullying, use of derogatory language and racist incidents.

The school will keep a record of any search by a member of staff for a 'prohibited item' and all searches conducted by police officers. This will be recorded in the school's safeguarding reporting system.

The school will keep a separate record of sanctions imposed for serious misbehaviour. The record will include:

the name and year group of the pupil concerned;

the nature and date of the offence;

the sanction imposed and reason for it; and

the name of the person imposing the sanction

This record will be reviewed regularly by the relevant member/s of the Senior Leadership Team so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way a case has been handled by the school.

This record will be reviewed by the Proprietor in order to evaluate all data recorded in order to meet their obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economic groups, or groups with a protected characteristic).

The records created in accordance with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published on its website privacy notices which explain how the school will use personal data.

Appendices

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Appendix 1 School behaviour expectations and routines (including Rewards & Sanctions)

This sets out the school's systems and social norms (including key habits, routines and consequence systems); a 'behaviour curriculum' which defines the expected behaviours in school, rather than only a list of prohibited behaviours. This will be centred on what successful behaviour looks like and define it clearly for all parties e.g. lining up quietly outside a classroom. This is not an exhaustive list, but represents the key habits and routines required in school as well as any systems used and resources allocated.

This is the behaviour we expect from all Vauxhall pupils	This behaviour is not acceptable at Vauxhall
✓ **Focus upon the task set and to work to the best of your ability.**	× **Stopping others from working or interfering with others' work.**
✓ Avoid disturbing people who are working.	× Not completing work to an acceptable standard.
✓ **Share resources and responsibilities.**	× **Refusing to follow a reasonable instruction.**
✓ Talk to each other and adults politely.	× Name calling/verbal abuse of any kind or using inappropriate language.
✓ **Respond appropriately to all adults.**	× **Deliberate acts of disrespect (e.g. kissing teeth, rolling eyes, negative and intimidating body language).**
✓ Avoid taking part in disagreements and arguments and refer to an adult for help.	× Fighting or deliberate acts of violence.
✓ **'Walking not talking' when moving around the building.**	× **Stealing or damaging property.**
✓ Accept responsibility for your own behaviour – and apologise if necessary.	× Bullying (a series of deliberate acts to upset or harm another person).
✓ **Show respect for others.**	× **Leaving the classroom, building or school grounds without permission.**
✓ Respect your own and each other's property and personal belongings.	
✓ **Look after the school building and equipment.**	

1 During the school day in the building

1.1 All members of the School Community are expected to greet each other, using names if known.

1.2 Children should walk quietly at all times and keep to the left.

1.3 Anyone needing to pass through the school building must do so with minimum disturbance to those working in communal spaces.

1.4 On the staircases children must walk in single file on the left in the interest of safety. All doors must be opened and closed quietly and with due awareness of those following.

1.5 Speak quietly and use kind language at all times.

1.6 Be polite and use good manners.

1.7 Look out for younger children and be helpful.

1.8 Children should follow the expectations for positive behaviour for learning at Vauxhall (see Appendix 1)

1.9 Permission should be asked to use the toilets and staff must ensure that they are used sensibly.

1.10 Children are not allowed to enter the building before the morning session (Unless attending Breakfast Club), during playtimes and at lunch break without the permission of the teaching or support staff. Coats, etc. required during playtime or lunchtime must be taken with the child at the start of the break. No child is allowed to return to the classroom without permission.

1.11 No child is allowed to leave the premises at playtimes or at any other time during the school day unless being collected by an adult.

1.12 The Good to be Green System is to be used by teachers when children are in the classroom.

2 Playground

2.1 During morning playtime (and afternoon playtime for Key Stage 1) teachers and support staff are on duty and their role is to supervise. Incidents occurring during playtime should be reported to the staff on duty who will then deal with them.

2.2 During lunchtimes the Support staff/Midday meal supervisors in the hall are responsible for supervising the children in the lunch hall. Support staff in the playground are responsible for the care of the children in the playground. Incidents that occur are dealt with as at playtime. The same code of conduct applies.

2.3 Whilst a certain amount of 'rough and tumble' in the school playground is acceptable as a normal part of the children's development, behaviour likely to endanger the physical or emotional wellbeing of any child will not be tolerated.

Physical aggression is unacceptable and all children involved will have time out, will miss consequent playtime and complete a reflection sheet to explain their behaviour.

3 Supervision of children at playtime and lunchtime

3.1 Teachers, teaching assistants/midday meals supervisors are expected to:

3.1.1 Collect year group from playground for lunch in an orderly fashion
3.1.2 Check that all children registered that day are in for lunch
3.1.3 Facilitate and organise games
3.1.4 Teach children to take turns and play fairly
3.1.5 Anticipate and Intervene before incidents arise to minimise problems
3.1.6 Encourage and praise appropriate behaviour
3.1.7 Be role models for the children
3.1.8 Ensure that children are given their chance to play in timetabled areas: basketball court, football pitch etc.

3.2 End of playtime/lunch time procedures:

3.2.1 The first bell is rung by an adult on duty
3.2.2 Children stop talking and stand still.
3.2.3 The adult gives instructions including the tidying up of equipment and giving reminders to get a drink or use the toilet and go to their line
3.2.4 The second bell is rung by an adult and children stop talking and stand still in their line

3.2.5 Children wait in the playground for their class teacher to collect them.
3.2.6 The class teacher and/or adults on duty wait until all classes have been collected before coming inside the building.

3.3 If it rains while children are in the playground, they should firstly go under the sheltered areas assigned for their class and wait for further instructions.

4 Disputes during playtime and lunchtime

4.1 When a dispute (verbal or physical) arises:

4.1.1 Remain calm and professional
4.1.2 Separate those involved from the onlookers and from each other – preferably to somewhere quiet.
4.1.3 Call or send for assistance if you need it.
4.1.4 Allow each child to speak—even if the situation appears to be very straightforward. Remind the children not to speak over one another.
4.1.5 Ask any questions to clarify the situation.
4.1.6 Resolve the situation if you can and the incident is relatively minor. Ask the children to suggest how the problem can be solved.

4.2 In the case of a more serious incident, make a decision, explain it to the children and impose a low level sanction (time out in the assigned area). Make sure that the child understands what they have done wrong and why they are being punished. Do not forget the child and ensure that you tell him/her that they may return to play.

4.3 Refer very serious incidents to a member of the Senior Leadership Team. You should log the incident using CPOMS at the earliest opportunity.

4.4 At the end of the break you should inform the class teacher of the children involved that there has been an incident and let them know who is dealing with it.

5 Communication of Behaviour Expectations

5.1 When dealing with inappropriate and/or unacceptable behaviour, the adults should:

1. Check the intention
2. Remain calm – model appropriate behaviour – take time to investigate the matter.
3. Offer the chance to make amends to all parties (perhaps later on)
4. Carry out an investigation – allow all parties to speak without interruption (however overwhelming the evidence) this will calm the situation and give thinking time.
5. Don't take the behaviour personally. The child may still be angry – don't let them make a bad situation worse.
6. Disapprove of the *behaviour* but not the child – do not personalise comments.
7. Acknowledge feelings if appropriate
8. Avoid putting children down or making unfavourable comparisons.
9. Try to maintain the relationship even when administering a sanction.

6 Unacceptable Behaviour

6.1 VIOLENCE

Any child involved in fighting or threats of violence will be subject to serious sanctions in accordance with the policy.

6.2 RACIST INCIDENTS

Any form of racist name calling or physical abuse will not be tolerated. Parents of children involved in racist incidents will be informed and positive guidance will be given to facilitate understanding that racist behaviour is unacceptable. Such behaviour will be recorded as a racist incident and the school will comply with its duty to report the incident and how it was dealt with to the Governing Body and Local Authority.

6.3 BULLYING

Bullying allegations should be taken seriously and the Bullying Incident Procedures should be followed. Records of bullying Incidents / allegations should be kept separately (see Appendix 3)

7 Class Charters

7.1 A Positive behaviour for learning poster is displayed in each class at Vauxhall. This is referred to by adults when acknowledging positive behaviour and when challenging unacceptable behaviour.

7.2 Each class will display a classroom Charter drawn up by the class teacher together with the children. Where necessary children's attention will be drawn to these.

8 Rewards and Sanctions

Vauxhall acknowledges that praise and reward are an essential part of ensuring that pupils adhere to the school's expectations. Examples of the rewards and sanctions the school ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and sanctions may be used insofar as they comply with good education practice, and promote good behaviour and compliance with the School's Policies on behaviour.

Rewards

8.1 Any of the following praise or rewards may be given

- 8.1.1 A quiet word of encouragement
- 8.1.2 A positive written comment a small comment sheet
- 8.1.3 Stickers and stars given to children
- 8.1.4 A visit to another member of staff, or the Headteacher
- 8.1.5 Praise in front of the group, class or whole school
- 8.1.6 Acknowledgment by presentation at an assembly
- 8.1.7 Display of work
- 8.1.8 Inviting parents / carers in to share good work
- 8.1.9 A phone call home to share good news
- 8.1.10 A letter home to parents / carers informing them of some action or achievement deserving praise
- 8.1.11 Acknowledgement of achievement in the Vauxhall Newsletter
- 8.1.12 Going for Gold badge and certificate

Sanctions

8.2 If a child chooses to break a class rule, the Good to be Green system should be used (see pages 24-26). Outside of the class or after the Good to be Green system sanctions, the following sanctions(points 8 onwards) will apply: -

1. Warning/s - The child should be given the opportunity to express regret (as appropriate)
2. Turn/change warning cards -including
3. Classroom time out (with a stated length of time)
4. Loss of playtime (reflection time) – The child should be expected to discuss his/her behaviour with an adult, using the behaviour reflection cards. He/she should not be left unattended.
5. Time out – sent with work to another class (for a defined length of time.) The receiving teacher is to be informed of the name of the child and length of time. (record on GTBG recording sheets - safeguarding and serious behaviour should be recorded on CPOMS)
6. Time out—sent to a member of the Senior Leadership Team (record on GTBG recording sheets - safeguarding and serious behaviour should be recorded on CPOMS)
7. Letter home (the school may implement Behaviour Plan)
8. Refer to SENDCO. A Behaviour Plan may be implemented in discussion with parent, class teacher and the SENDCO.
9. Internal exclusion (advised by letter to parent)
10. Fixed Term exclusion / sent home (advised by letters to parent, LA and Chair of Governors)
11. Permanent exclusion

8.3 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should at the same time if necessary.

8.4 *Examples of additional sanctions may include:*

8.4.1 a verbal reprimand and reminder of the expectations of behaviour

8.4.2 the setting of written tasks such as an account of their behaviour

8.4.3 loss of privileges e.g. the loss of prized responsibility

8.4.4 school based community service, such as tidying a classroom

8.4.5 removal from the classroom;

8.4.6 suspension; and

8.4.7 in the most serious of circumstances, permanent exclusion.

8.5 Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

8.6 The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

8.7 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

8.8 It will also consider any special circumstances relevant to its imposition including:

8.8.1 the pupil's age;

8.8.2 any special educational needs or disability they may have; and

8.8.3 any religious requirements affecting them

8.9 *Examples of additional rewards may include:*

8.10 Rights Respecting Award

During Friday assemblies, pupils from each class will be nominated by the class teacher to receive a Rights Respecting Award Certificate in recognition of outstanding work and/or behaviour during the week.

8.13 Going for Gold Star

When children have exceeded the GTBG behaviour system, a Gold star may be awarded for work, effort, behaviour or anything of note that goes above and beyond GTBG, and is recognised as outstanding/exceptional. The teacher will choose a Going for Gold Star Winner each day; this will be celebrated in class daily.

A "Going for gold badge" and certificate will be presented to the winner at the end of the day. The winner will wear the badge the following day until another winner is chosen. All Gold star children of the week will have their pictures taken and proudly displayed in the weekly online newsletter.

9 Behaviour in EYFS

9.1 Nursery

- In Nursery children are taught about different emotions and feelings they have and different ways to manage them when they become extreme.
- Children are rewarded with praise, stickers and class dojo points throughout the day for positive behaviour.
- There is feelings chart for children to think about how they are feeling each day (see below)
- They can place their name where they are at different points in the day.
- The children should aim to be in the Green Zone, which is a calm ready to learn place.
- There is a calming chair where they may sit, to relax or to use one of the individual items to help them get back into the Green Zone.
- Children may be asked to sit on a thinking chair, if an adult feels a child needs time out to reflect on their behaviour.

9.2 Reception

- In Reception children are still learning to regulate their emotions and feelings but are learning to have a better understanding of making the correct choices.
- Children receive gold stars/dodo points for good behaviour/green choices, such as good listening, ability to follow instructions and helping others.
- They may also receive stars/dojo points for great independent or adult led learning.
- Red choices and green choices are displayed with visuals in the classroom.
- Red and green choices are monitored using the cloud system as outlined on page 29.

10 Bullying Incident Procedures

All alleged incidents of bullying must be investigated by SLT. When a pupil or parent reports bullying please follow these steps:

1. Speak to the child as soon as possible on the same day (reassure them that their complaint will be investigated)
2. Record the pupils' account of events on incident sheets/CPOMS (all children, including witnesses) *Children to write if possible or adults to scribe key events*.
3. Inform the Headteacher and/or the Deputy Headteacher of the allegation immediately
4. Attach child written accounts to incident forms/CPOMS.
5. This should be done the same day and reported to the Headteacher and/or the Deputy Headteacher
6. SLT to inform the class teacher and phase leader at this stage.
7. Avoid speaking to parents about the incident/CPOMS but please direct them to a member of SLT
8. Monitor the situation closely and repeat flow chart steps for any repeated instances.

CPOMS chronology (or paper trails in the event of no access to CPOMS) are vital to establish patterns of behaviours and to ensure situations are resolved.

11 Vauxhall Systems

All children deserve to learn in a calm environment without others disrupting the teaching and learning. Most children behave extremely well in and out of school and are a credit to their parents and to the school. Vauxhall staff support and encourage those few children who find it more challenging to behave in an acceptable way.

To support pupils to meet our high expectations, a visual behaviour system, "Good to be Green" is used in the Key Stages 1 and 2 classrooms. It is important that we have a fair and transparent system that all pupils can understand. The behaviour expectations are clear in every classroom and explained to pupils in different ways depending on their age and their level of need.

"Good to be Green" Card System

Each child in the class has a named pocket with 5 coloured cards plus 2 warning cards. The first card is green and is displayed at the beginning of each day.

If a pupil's behaviour needs to change they will be reminded of the expectations and what behaviour they need to demonstrate and turn their card to the side as a visual reminder.

If they do not respond appropriately to the verbal reminders, they will need to change the colour of their card. This will have a consequence. The card system is explained in more detail overleaf.

At the beginning of every day all children will start on a green card. The cards are only used for behaviour in the classroom. Instruction to turn a card is given only by the teacher in charge of the class.

If a pupil is struggling with their behavioural choices, then s/he will receive three verbal warnings if they are in classes in KS1 and 1 verbal warning in Years 5 & 6. If a child receives a verbal warning, the child will turn the card to the side to indicate that a verbal warning has been issued. The next warning will involve changing the colour of their card.

If a pupil is still struggling with their behavioural choices then s/he has to turn a card, moving the front one to the back of the stack, exposing the next colour in the sequence (white card for Years 5 & 6 and 2nd then 3rd warning card for Years 1 to 4). The pupil will physically change the card for negative behaviour, so that they recognise the effect of this. Refusal to turn a card ensures that the teacher will turn two cards.

At the end of the day the colour of the card at the front of the pack is recorded on the GTBG recording sheets and the cards are all returned to green. The Senior Leadership Team will monitor the charts regularly to check on possible behaviour issues and patterns. This information will support the planning of interventions and to ensure that pupils are rewarded appropriately.

Vauxhall pupils respond well to this system and it supports the school in establishing a calm and positive learning environment in all classes to ensure that every pupil does as well as they can and leaves Vauxhall well prepared for life at secondary school and beyond.

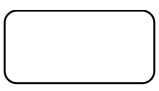
<table>
<tr><th colspan="2">Good To Be Green Card System -
Article 28: Discipline in schools must respect children's dignity and their rights.</th></tr>
<tr><td> </td><td>Green Card

This is a visual reminder that the pupil is demonstrating the expected behaviour for learning. Pupils who stay green all week will be praised during our weekly Achievement Assembly.
Pupils who stay green for a whole half term will receive additional rewards, such as; an invitation to the Good To Be Green Disco/special trips or activities outside of school.</td></tr>
<tr><td> </td><td>Warning

If a child in Years 1 to 4 displays behaviour that does not meet the expectations, he/she may receive up to 3 verbal warnings before their card changes to white:

● 1st warning: Pupil turns their card to the side
● 2nd warning: Pupil move the 2nd warning card to the front
● 3rd warning: Pupil moves the 3rd warning card to the front.

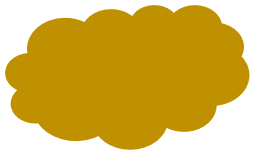
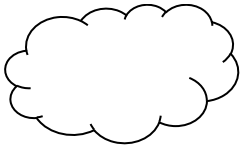
These serve as visual reminders for the child to improve their behaviour.

If a child in years 5 or6 displays a negative behaviour, they are given 1 verbal warning and should turn their card to the side as a visual reminder to improve their behaviour.</td></tr>
<tr><td>  </td><td>White Card
After a first verbal warning (third verbal warning Years1 to 4), if the pupil's behaviour does not improve the card is changed to white.</td></tr>
<tr><td> </td><td>Blue Card

If the pupil's behaviour does not improve, the card is changed to blue. The pupil will miss</td></tr>
</table>

	10 minutes of their playtime, supervised by one of the classroom adults. During this time, the adult will talk to the pupil about their behaviour and what they can do differently. If the classroom adults are on playground duty, the pupil should be taken to the headteacher or deputy headteacher's office, where they will be supervised while they reflect on the behaviour. If the blue card is issued after lunch time, the pupil will miss 10 minutes of playtime the following day.
	Yellow Card If the pupil's behaviour does not improve, the card is changed to yellow. The pupil is removed from the classroom for the rest of that lesson/ or the next lesson to complete the appropriate work in another class. A senior leader speaks to the pupil about their behaviour and the class teacher parent/carer by the end of the day.
	Red Card If the pupil's behaviour does not improve after receiving a yellow card, or if the pupil displays particularly serious behaviour, the card is changed to red. Depending on the nature and seriousness of the behaviour (fighting, serious violence, sexualised behaviour, bullying), the pupil may be required to miss **up to 40 minutes of lunchtime play for up to 5 consecutive school days**. The headteacher (HT) or deputy headteacher (DH) will determine the appropriate duration. The pupil will complete our Behaviour Reflection and Support Booklet, working on a specific target each day in the DH/HT office. The DH/HT will speak to the parent/carer and send a formal letter home outlining the behaviour, sanction, and support being provided.

EYFS Cloud Based Behaviour Chart

	• If a child is showing exceptional behaviour all day or makes a number of green choices, they may be moved up to gold. A child is selected for the Going for gold award at the end of each day.
	• All children start the day on green and are expected to finish the day on green. • If they finish on green they get a star or sticker.
	• If a child has been given 3 warnings/makes red choices (without hurting others) they will move down to white. • This is a visual reminder • Once child is on white if they show improvements in their behaviour they move back up to green
	• If a child continues to make poor choices or has another warning they go down to the blue cloud. • Once on a blue cloud they have time out on the thinking chair. • If a child makes a very serious red choice (hitting or hurting) they move down to blue immediately. The teacher should inform the parents at the end of the day about the child's behaviour.

	• If a child's behaviour does not improve and continues to make serious red choices, they will move down the red cloud. The DHT/HT should be made aware of the child's behaviour and will meet/speak to the parent.

Appendix 2 Removal from the classroom

1 Removal of a pupil from the classroom is a formal sanction imposed for serious disciplinary reasons, which allows for the continuation of the pupil's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.

2 Removal from the classroom will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

3 It will be the responsibility of the Headteacher to maintain overall strategic oversight of the school's arrangements for any removals.

4 The school will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.

5 When dealing with the removal of a pupil from the classroom each case will be dealt with on its own individual facts and circumstances. The Headteacher] and teachers will:

5.1 consider whether any assessment of underlying factors of disruptive behaviour is needed;

5.2 inform parents of the removal from the classroom on the same day;

5.3 facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

5.4 ensure that pupils are never locked in the room of their removal except in limited exceptional situations.

5.5 if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

6 Suspension and permanent exclusion from school

6.1 Only the Headteacher] has the power to impose a suspension or permanent exclusion from school. An 'Acting Head' who has been formally appointed to this position while the Headteacher] is on extended leave, or the post is vacant, will also have this power.

6.2 Suspension and permanent exclusion from school can take the form of:

6.2.1 Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or

6.2.2 permanent exclusion.

6.3 Permanent exclusion from school will only be imposed for:

6.3.1 a serious breach or breaches and / or persistent breaches of this policy; and

6.3.2 where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

6.4 **The principles, guidance and procedure set out in the Exclusion Guidance will be followed at all times**. This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

6.5 The Headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion which has not yet been formally reviewed by the Governors' at a meeting, including where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

Appendix 3 Investigations of incidents and alternative action

1 Investigation

- The Headteacher may investigate incidents which potentially give rise to a breach of the school's policies on behaviour and discipline, they may appoint a member of staff (usually a member of the Senior Leadership Team) to carry out the investigation.
- The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.
- The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events. Where pupils are at risk of disciplinary action, they may be accompanied by a member of staff not involved in the incident or the investigation while they are interviewed.
- Pupils who are clearly only witnesses and not at risk of disciplinary action may be interviewed without an additional member of staff being present.
- Parents do *not* need to be notified in advance that interviews are taking place, and their consent is not required (although they may be invited to attend an interview in the case of potentially serious breaches, where the School deems it appropriate to do so).
- The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff, who will record this on CPOMS. Older pupils may be asked to sign and date their statement or the written record of interviews, confirming it to be true and accurate. These can be uploaded to CPOMS
- CCTV footage may be viewed and pupils' desks or personal belongings may be searched during the course of an investigation. See the section of this policy for the School's policy on searching and confiscation.

- It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will take into account advice from appropriate external agencies, and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to KCSIE and the School's designated safeguarding lead (or a deputy) will take a leading role on decisions.

- Where the Headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the School, the investigating member of staff will fully report the outcome of their investigation to the Headteacher and on CPOMS to enable an informed decision to be made.

Removal from the classroom / suspension pending further investigation / enquiries

6.6 Where the incident is serious and / or complex and it has not been possible to complete the full investigation and / or conduct all enquiries on the day that the incident occurred or was brought to the attention of the School, the pupil may be removed from the classroom while the investigation continues and / or enquiries are made (for example, consideration of a managed move). During this time the pupil is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be taken into account by the Headteacher when determining the final sanction.

6.7 Alternatively, where it is not appropriate for the pupil to remain on the School's premises while the investigation continues / enquiries are made, the pupil may be formally suspended from the School for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation / enquiries.

6.8 Before a suspension pending further investigation / enquiries is imposed, the Headteacher must be satisfied that a prima facie case has already been established in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.

6.9 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Exclusion Guidance will be followed (including sending a notification letter to the Parents containing all mandatory information).

6.10 Once the investigation / enquiry is complete, the Headteacher will be in a position to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the Parents confirming the further suspension or permanent exclusion.

3. Decision

a. Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).

b. Pupils' behaviour and discipline records will be taken into account, together with the pupils' background, and any special educational needs and / or disabilities they may have. The School will follow its special educational needs and learning difficulties policy and Equality policy/statement where these are relevant.

c. All disciplinary sanctions imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, taking into account the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.

d. Disciplinary sanctions will be recorded on CPOMS and all documentation regarding the pupil's behaviour will be included in the record.

e. The School will usually notify the Parents of disciplinary sanctions imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

4. Off-site directions

a. The School has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary sanction or punishment for misconduct.

b. The off-site direction may be to a Pupil Referral Unit (**PRU**), and Alternative Provision School, or another school / school (or unit therein).

c. Parental consent is **not** required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the School.

d. The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the School or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.

e. A 'personalised plan for intervention' will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.

f. The off-site placement will be regularly reviewed, and Parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it.

g. during the period of an off-site direction by the School to another school / school, the pupil must be dual registered which means that they will be registered at both the School and the school / school to which the pupil is directed off-site.

h. The school will follow the Alternative Provision Guidance when exercising this power.

5. Managed moves

a. A 'managed move' is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school / school following a trial period. It is designed to give pupils who are **at risk of** permanent exclusion a fresh start in another school / school without a permanent exclusion on their educational record.

b. As it is a proposed permanent transfer to another setting, parental consent is required, and Parents will be consulted while this is being explored.

c. If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.

d. A planned managed move will only happen when it is in the pupil's best interests.

e. During the trial period, the pupil will be dual registered at both the School and the new school / school. If the managed move breaks down during the trial period, the new school / school will terminate the trial period and delete the pupil's name from the register. The pupil will then return to the School.

f. For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the behaviour policy for which permanent exclusion is deemed by the Headteacher to be the only appropriate sanction, where the School would not be prepared to accept the pupil back at the School if the managed move broke down during a trial period.

g. The school will agree a fixed period for the trial period at the outset, after which the new school / school will be expected to give permission to the School for the pupil's name to be deleted from the School's roll, at which time the transfer becomes permanent

Appendix 4 Restrictive Intervention, including Reasonable Force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

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

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix

5).

In these circumstances, "reasonable" means using no more force than is needed.

In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Where reasonable force is used by a member of staff, the Headteacher must be informed of the incident and it will be recorded in writing. The Parents will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's Parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.

Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful

misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them eg the sensory room
- The pupil will be supervised at all times, by 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Appendix 5 Searching, screening and confiscation

1 VPS have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

2 Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation

3 **Prohibited items**

3.1 The following are 'prohibited items' by law under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

3.1.1 Knives or weapons, alcohol, illegal drugs and stolen items;

3.1.2 Tobacco and cigarette papers, fireworks and pornographic images;

3.1.3 Any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence; or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil); and

3.2 In addition to the above, the school has prohibited [or restricted the use of] the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:

3.2.1 mobile phones – may be brought into to school to switched off and handed in at Reception
3.2.2 laptops;
3.2.3 tablets;
3.2.4 hand-held electronic games;
3.2.5 other electronic devices; and
3.2.6 vaping devices / e-cigarettes

3.3 Pupils must not have these items in their possession, or use them in a way which is restricted, on the School's premises, or at any time when they are in the lawful charge and control of School staff (e.g. on educational visits).

- Pupils may be searched for any item which is prohibited [or its use restricted] by the School (as set out above) with their agreement (note that the School will never use force to search for these items: see paragraph 4.3 below).

- **Searching pupils**

  - Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.

  - When exercising these powers, the school must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

  - If a pupil refuses to co-operate with a search for an item prohibited by law as listed in section 3.1 above, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the School has prohibited, as set out in 3.4 above.

  - The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

  - Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.

  - If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.

- Where a search is considered necessary, but does not need to be carried out urgently, the advice of the Headteacher will be sought. During this time the pupil should be supervised and kept away from other pupils.
- Searches will be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings[3].
- If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
  - search of outer clothing; and / or
  - search of the School property (e.g. pupils' lockers or desks, bed, studies or dormitories); and / or
  - search of personal property (e.g. bag or pencil case).
- Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.
- 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.
- Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the pupil will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

- **Strip searching**
  - A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
  - While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
  - School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
  - In order to ensure a pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches conducted by police in school.

[3] The power to search a pupil on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.

- Except where there is an immediate risk of harm, parents will be informed before a strip search takes place, where reasonably possible. Parents will always be notified after a strip search has taken place.

- **After a search**

  - Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.

  - Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

- **Recording searches**

  - Any search by a member of staff for an item prohibited by law as listed in section 3.1 above, items banned by the school rules in section 3.2 above] and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

  - Records of the search will include:

    - the date, time and location of the search;
    - which pupil was searched;
    - who conducted the search and any other adults or pupils present;
    - what was being searched for;
    - the reason for searching;
    - what items, if any, were found; and
    - what follow-up action was taken as a consequence of the search.

  - The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

  - If a pupil has a disability, the School will make any reasonable adjustments to the screening process as required.

  - If a pupil refuses to be screened, the School will consider why the pupil is not cooperating and will make an assessment as to whether it is necessary to conduct a search.]

- **Confiscation**

3.4 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

3.5 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

4 Searching electronic devices

4.1 An electronic device such as a mobile phone or a tablet computer will be confiscated immediately by a member of staff. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the School's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

4.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the School's policies on behaviour.

4.3 Subject to 8.4 below and the requirements set out in KCSIE 2026 If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.

4.4 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.

4.5 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the School's policy on sexting as set out in the Safeguarding and child protection policy / consult the advice set out in the Searching screening and confiscation advice (for schools) and UKCIS sexting advice.

4.6 The School will comply with data protection law in relation to any search of an electronic device.

5 Disposal of confiscated items

5.1 **Alcohol**: Alcohol which has been confiscated will be destroyed.

5.2 **Controlled drugs**: Controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Headteacher or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.

5.3 **Other substances**: Substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is a controlled drug, it will be treated as such and disposed of as above.

5.4 **Stolen items**: Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retraining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.

5.5 **Tobacco, cigarette papers or vapes**: Tobacco, cigarette papers or vapes will be destroyed.

5.6 **Fireworks**: Fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Headteacher or other authorised member of staff [which may include donation to an appropriate charity].

5.7 **Pornographic images**: Pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

5.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

5.9 **Article used to commit an offence or to cause personal injury or damage to property**: Such articles may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and when it is safe to return the item.

5.10 **Weapons or items which are evidence of an offence**: Such items will be passed to the police as soon as possible.

5.11 **An item prohibited [or its use restricted] by the school**: Such items may, at the discretion of the Headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.

5.12 Where staff confiscate a mobile phone that has been used to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Headteacher considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 11.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the phone will be confiscated and must be collected by a Parent.

5.13 **Electronic devices**: If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the School's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

6 Communication with Parents

6.1 There is no legal requirement for the school to inform parents before a search for prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.

6.2 Parents should always be informed of any search for a 'prohibited item' listed above that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

6.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

6.4 We will keep a record of all searches carried out, in accordance with paragraph 7 above, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.

6.5 Complaints about searching or confiscation will be dealt with through the school's published Complaints policy and procedures.

The school will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.