



Cavendish
Primary School

Cavendish Primary School
Behaviour Policy

| Date of Issue | Review Date | Date Ratified by Governing Body |
|---------------|-------------|---------------------------------|
| June 2026 | June 2027 | June 2026 |

The Vision and Ethos at Cavendish Primary School

At Cavendish Primary School, every child has the opportunity to learn, grow and thrive. This is taught and reinforced through our eight school values: to be **kind, respectful, brave, aspirational, resilient, safe, positive** and **curious**. We actively build pupils' self-esteem and emotional regulation through personal development opportunities, circle time, the PSHE curriculum and our wider health and wellbeing provision.

Introduction

Our school promotes positive relationships so that children learn in a secure, calm and caring environment, and adults are able to teach and support every pupil effectively. The emotional wellbeing of everyone at Cavendish is a priority.

We are a caring community built on mutual trust, respect and inclusion. Diversity within our school community is celebrated. We maintain high expectations for behaviour that are clear, consistent and understood across school. Restorative practice is central to our approach, enabling pupils to reflect, repair relationships and make positive choices.

The Aims of this Policy

- To teach, support and praise positive behaviour.
- To foster kindness, compassion and understanding towards everyone, by everyone.
- To ensure consistency across school through clear, safe boundaries for behaviour and conduct.
- To ensure that this policy is widely known and understood by the whole school community, so that home and school work together purposefully.

Expectations of staff

We expect that all members of staff will...

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

Legislation and statutory requirements This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff, DfE, February 2024
- Searching, screening and confiscation: guidance for schools, DfE, July 2022, updated July 2023
- The Equality Act 2010
- Use of reasonable force: advice for headteachers, staff and governing bodies, DfE, July 2026
- Supporting pupils with medical conditions at school
- Keeping children safe in education, DfE, September 2025

It is also informed by the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years.

Success Criteria

Children at Cavendish will know and understand what is expected of them in relation to behaviour and conduct. They will develop self-esteem, value friendships, grow in confidence and contribute positively to our community. They will also learn strategies for managing conflict, responding to challenge and regulating their emotions.

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

Parents and carers at Cavendish will feel listened to and supported by school, and confident that their child is receiving appropriate support for their social and emotional development. They will know who to speak to in school and understand the importance of working in partnership with the school's behaviour policy.

We encourage positive behaviour by:

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

Strategies we use in response to low-level unwanted behaviour include:

- Praising another pupil who is demonstrating appropriate behaviour.
- Having a quiet word with the pupil or using non-verbal cues.
- Tactically ignoring some behaviours.
- Reminding the pupil of expectations and reinforcing that they are responsible for their own choices.
- Redirecting or distracting the pupil using appropriate strategies.
- Reminding the pupil of a recent time when they made the right choice.

Daily Routines across School

| Phase | Age Appropriate Positive Strategies | Procedures for unwanted behaviours |
|---------|---|--|
| Nursery | <ul style="list-style-type: none"> Displays – positive photographs of the children so they can see themselves looking happy and engaging in their tasks with their friends. Lots of praise and constant positivity. Communication with families via Marvellous Me and in person. All children begin every day ‘in the sky’ around the sunshine. Children are moved to the sun when they have done something great. The sun rays can be used for amazing achievements! | <p>Age/ability appropriate distraction or simple sentences and scripts to remind the pupil of correct behaviour and explain what they have done that is unkind or not the right choice.</p> <p>A second reminder is used if the behaviour continues.</p> <p>If a third reminder is needed, the pupil is given some time with a timer and an adult close by to reflect, reset and then return to learning.</p> <p>If a pupil has two thinking times in a day, parents / carers are informed and this is then recorded on CPOMS.</p> |

Daily Routines across School

| Phase | Age Appropriate Positive Strategies | Procedures for unwanted behaviours |
|-------------------|--|--|
| Reception | <ul style="list-style-type: none"> All children begin every day ‘in the sky’ around the sunshine. Children are moved to the sun when they have done something great. The sun rays can be used for amazing achievements! Communication with families via Marvellous Me and in person. Golden leaves are awarded by members of the SLT and contribute to a larger class reward when the class receives 10 golden leaves. | <p>Age/ability appropriate sentences or scripts to remind the pupil of correct behaviour and explain what they have done that is unkind or not the right choice.</p> <p>A second reminder is used if the behaviour continues.</p> <p>If a third reminder is needed the pupil is given some time with a timer and an adult close by to reflect, reset and then return to learning.</p> <p>If a pupil has two thinking times in a day, parents / carers are informed.</p> <p>This is then recorded on CPOMS.</p> |
| Key Stage 1 and 2 | <ul style="list-style-type: none"> Marvellous Me awards are used as rewards for individuals or groups of children with relation to the school values. Stickers are given to pupils when they demonstrate a school value. Class rewards / table points as discussed and chosen together as a class at the beginning of the year. Success is celebrated in weekly achievement assemblies. Golden leaves are awarded by members of the SLT and contribute to a larger class reward when the class receives 10 golden leaves. | <p>After initial low-level strategies have been used.</p> <p>Age/ability appropriate sentences to remind the pupil of expectations and what they should be doing.</p> <p>If the behaviour continues a verbal warning is given to the pupil.</p> <p>If the behaviour occurs a third time the pupil is given time to reset in a quiet space or another room depending on the behaviour type.</p> <p>If the behaviour continues or escalates, further support from appropriate staff is sought. In this case parents/carers are informed. This is then recorded on CPOMS.</p> <p><i>Daily charts may be used to track continuous breaches of the behaviour policy as appropriate to age/stage.</i></p> <p><i>In Key Stage 2, report books may be used to communicate behaviour across the week with parents/carers. These may be sent home, or a photograph may be emailed or texted.</i></p> |

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

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

More Serious Behaviour

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

The school will implement a range of strategies to support the continued inclusion of children with specific behavioural, social, emotional or mental health needs. These may include:

- An individual SEMH plan and risk assessment.
- A report book or chart to track behaviour patterns.
- Regular communication between school and home.
- Timetabled learning mentor check-ins.
- Support from external agencies, such as the SEMH Team, Educational Psychologist, School Nurse or Mental Health Support Team.
- Specific SEMH interventions and tailored adult support
- Referral to Social Care
- Appropriate assessments relating to need, such as BOXALL or SNAP

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

In cases of serious or dangerous behaviour, or where pupils leave the school site without permission, separate guidance should be followed. Guidance for these situations can be found in Appendices 2 and 3.

Restrictive physical intervention (Appendix 2) will only be used as a last resort. Any physical intervention must be reasonable, proportionate and used to reduce the risk of harm to the pupil or other members of the school community.

Where persistent unsafe behaviour continues despite support and intervention, the school may consider suspension or permanent exclusion as a last resort. In such cases, school will work with the pupil, family and local authority to follow statutory procedures and seek the most supportive and appropriate outcome for the pupil and the school. Please see the separate Exclusions Policy.

Child-on-child abuse

The school has a zero-tolerance approach to any form of discrimination, abuse or bullying. Our Child Protection and Safeguarding Policy outlines the procedures for responding to incidents of sexual harassment or violence. Any incidents of bullying will be dealt with following our Anti-Bullying Policy.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual

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

Smoking and controlled substances

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

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

Screening, Searching and Confiscation Procedure

Cavendish Primary School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. This procedure is a whole-school procedure and applies to all pupils. Care and consideration will be given to the age of the child when following the guidance in this policy. This policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school, including governors. This procedure has been written using advice from Searching, screening and confiscation: guidance for schools, DfE, July 2022, updated July 2023.

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

Search with consent

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

Search without consent

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

Prohibited items are:

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

There must be an additional witness (also a staff member) present when a pupil is searched. There is a limited exception to this rule. Staff can carry out a search of a pupil without a witness present, but only where the staff member reasonably believes that

there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Establishing grounds for a search

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

In the exceptional circumstances when it is necessary to conduct a search of a pupil in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with confiscated items, staff will follow the guidance set out in Searching, screening and confiscation: guidance for schools, DfE, July 2022, updated July 2023.

Dealing with electronic devices

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

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

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

Guidance for carrying out a search

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, shoes, boots, gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Also note: The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Trays

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

Informing parents

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

Record keeping

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

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

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

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

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

Linked Policies

- Child Protection and Safeguarding
- Anti-Bullying and Harassment
- SEND
- Staff Code of Conduct
- Exclusions
- E-Safety

Appendices

- 1 – Strategies at different levels
- 2 – Reasonable force
- 3 – Procedures for absconding
- 4 – Behaviour plan template

Appendix 1

Strategies to Support each Level of Behaviour and SEMH Need

In addition to all below:

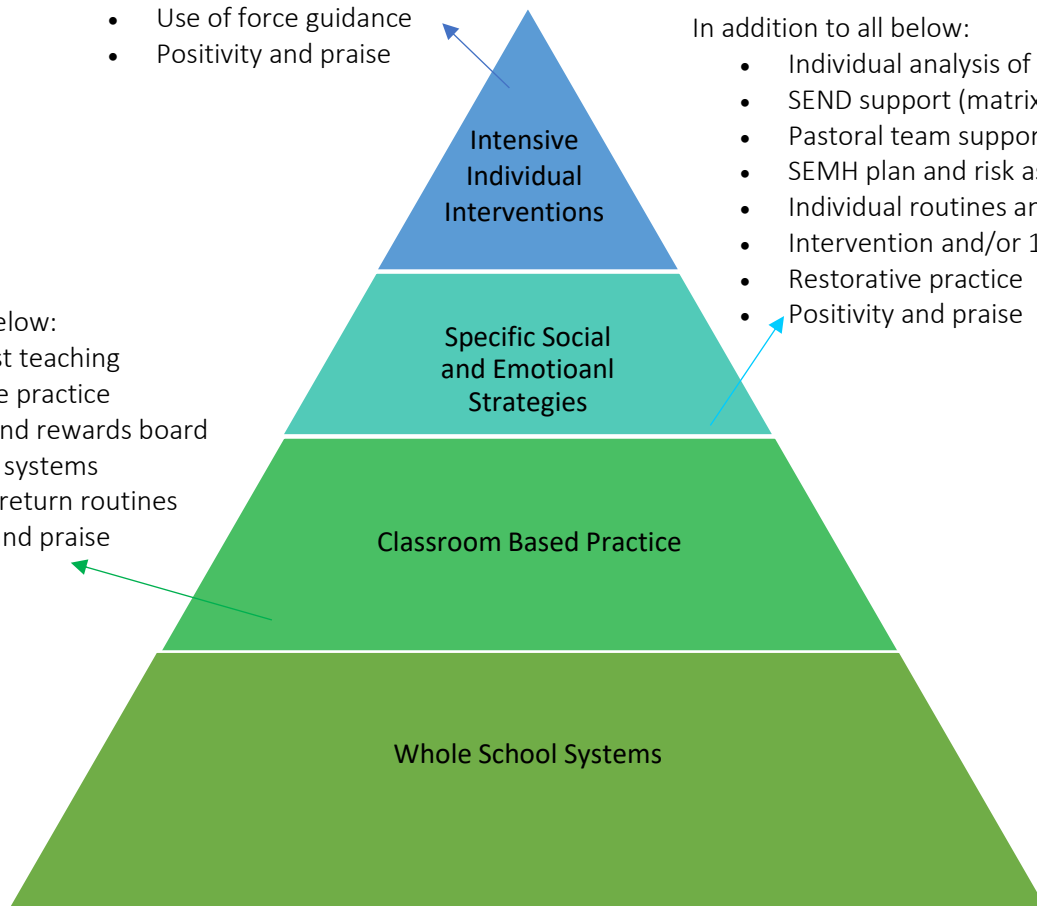
- Referral to SEMH/ SCIL Team
- My Support Plan
- EHCP Referral
- Regular reviews with family
- Outside agency support
- Use of force guidance
- Positivity and praise

In addition to all below:

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

In addition to all below:

- Quality first teaching
- Restorative practice
- Routines and rewards board
- Class wide systems
- Reset and return routines
- Positivity and praise



Whole School Systems

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

Appendix 2

Protocol for reasonable force – school level procedures

- Staff must make themselves familiar with the Trust's Use of Restrictive Interventions Policy and the DfE guidance Use of reasonable force: advice for headteachers, staff and governing bodies, July 2013.

Staff must have due regard to the following principles relating to the use of reasonable force as outlined in the Trust's policy.

- **Safety first:** The primary purpose of restrictive interventions is the immediate prevention of harm.
- **Last resort:** Restrictive interventions must only be used when de-escalation and alternative strategies are insufficient.
- **Time-limited and proportionate:** Force must be the minimum necessary for the shortest possible duration.
- **Dignity & respect:** Interventions must never be used to punish, degrade or humiliate.
- **Trauma-informed practice:** Staff must consider SEND, trauma, medical or communication needs.
- **Staff support:** Staff involved in incidents must receive debrief, guidance and wellbeing support.
- **Transparency:** All significant incidents must be properly recorded, reported and subject to monitoring.

Staff may only use reasonable force if necessary to:

- prevent injury to the pupil or others;
- stop a criminal offence;
- prevent serious property damage;
- prevent serious disruption to the school environment.

Seclusion must only be used:

- as a safety measure to protect others from immediate harm;
- when a pupil is dysregulated (not as a disciplinary measure);
- in a safe, supervised, non-threatening environment;
- for the shortest possible duration;
- with immediate recording and same-day parent notification.

All staff have a legal power to use reasonable force, though we ensure training is proportionate to context and risk.

Recording and reporting

- **When a significant incident involving reasonable force or seclusion occurs the following must happen on the same day.**
 - **Recording**
 - Staff have access to the RPI form electronically. This must be completed fully – on completion this is sent to the DSL and DDSL who will review the contents.
 - The form will be added to CPOMS
 - A debrief will take place between the member of staff and if appropriate the child involved
 - **Reporting**
 - Parents will be notified using the template email on Arbor. This will be followed up with either a face to face meeting or telephone call. The purpose of this meeting is to review risk and to update the child's SEMH plan. A copy of the email and a record of the discussion will be added to CPOMS.

Reviewing records

- Records of RPI are reviewed half termly with the aim to identify any patterns or themes with the restraints with the view to reduce future occurrences.
- Records (numbers of incidents) will be reported to governors.

Training

- We have several members of staff who are Team Teach trained ensuring appropriate coverage across the school.

Protocol for children leaving school premises without permission:

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

Appendix 4 - Individual SEMH Plan

Top Tips for

Name - _____ Class / Year Group - _____

Date of Plan - _____

Attendance since September - _____

PP EAL LAC SEND Outside Agency

Context, observations and Environmental Factors

Behaviours

Proactive Strategies

Desired Outcomes

Parent / Carer Thoughts

Signature and/or date of conversation _____

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

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