



Leigh Academy  
**Peninsula East**



**LEIGH**  
Academies Trust

# BEHAVIOUR POLICY

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## Key Contacts

	Name
<b>Behaviour lead</b>	Amy Goldfinch
<b>Designated Safeguarding Lead</b>	Lorna Rimmer
<b>Safeguarding Governor</b>	Pat Sanford and Keith Morrison

### **The purpose of this Policy**

This policy provides the agreed framework for the management of children's behaviour at Leigh Academy Peninsula East. It sets out explicit expectations for all staff, pupils and parents in terms of managing behaviour. It provides guidance to support staff so they are confident to take responsibility for dealing with inappropriate behaviour and for rewarding good behaviour. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

All members of staff are expected to be familiar with the policy and to apply it **consistently**.

### **Links with other school policies and practices**

This policy links with several school policies, practices and action plans including:

- Anti-Bullying policy
- Child protection policy
- Online safety policy
- Pupil code of conduct / home and school agreement
- [Behaviour in Schools Guidance](#)

### **Aims of Policy**

- To create an environment which encourages and reinforces good behaviour and well-being;
- To define acceptable standards of behaviour;
- To encourage the development of moral awareness;
- To ensure consistency of response to both positive and negative behaviour;
- To promote self-esteem, a growth mindset, self-discipline and positive relationships;
  - To ensure that the Academy's high expectations and strategies are widely known and understood;
  - To encourage the partnership between home and school in the implementation of this policy.

At Leigh Academy Peninsula East we:

- Ensure high levels of engagement and that all staff have high expectations of the children that they are working with;
- Teach responsible behaviour to our pupils using a range of strategies;
- Raise pupil self-esteem and awareness of wider community and societal expectations of good manners and personal conduct;
- Are explicit about what adults and pupils in the school can expect from each other;
- Integrate behaviour management into all areas of school life through a structured and consistently applied hierarchy of praise and sanction and the use of the IB learner profiles.

Disruptive Behaviour is “**any action that interrupts teaching, learning and day-to-day operations at an individual, whole class or academy level.**”

- At Leigh Academy Peninsula East, we believe that an environment underpinned by mutual respect and high expectations is essential for academic success and personal development.
- As an IB PYP school, our behaviour policy is designed to uphold the values of the IB and every interaction is an opportunity to demonstrate the IB Learner Profile.
- We set clear and consistent high expectations, while also recognising the individuality of pupils.

### **Core Principles**

Two core principles lead the development of this policy as set out below:

- The right of every child at Leigh Academy Peninsula East to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others.
- The right of every teacher and adult at Leigh Academy Peninsula East to be able to teach without obstruction and to work in a mutually respectful environment.

### **The PYP**

The values of each academy's behaviour curriculum stem from the International Baccalaureate Primary Years Programme. All LAT Primary academies are at various stages of their IB journey: some are going through the accreditation process, whereas others are going through re-evaluation.

The PYP approach is a central part of each academy's behaviour curriculum and is demonstrated and delivered through all stakeholders. The aspects of the behaviour curriculum must be taught regularly and revisited frequently. The PYP allows us to do this.

### **Learner Profile**

Academies use the IB Learner Profile Attributes to underpin their behaviour or, more commonly, their rewards systems. The IB learner attributes represent ten attributes valued by IB World Schools and LAT. We believe these attributes, and others like them, can help individuals and groups become more responsible members of local, national, and global communities.

The learner profile comprises three key components:

- A set of personal characteristics that describe the learner's personality. These include self-awareness, motivation, resilience, curiosity, creativity, independence, responsibility, adaptability, perseverance, and social awareness.
- The learner's cognitive abilities, which include reading comprehension, critical thinking, problem-solving, logical reasoning, verbal communication skills, and visualisation.

- The learners' knowledge, skills, and conceptual understanding across a range of disciplines, including the ability to apply concepts, analyse information, synthesise ideas, decide, work independently, communicate effectively and reflect upon what has been learned.

IB learner profiles are about developing the characteristics that bring about a positive community where individuals respect themselves, respect people around them, and give respect to the rest of the world.

You will see that the Learner Characteristics take a prominent place within LAT academies either as an integral part of the behaviour and rewards structure and/or as a prominent feature aligned with academies' attitudes to learning strategy.

### **Approaches to Learning**

The IB approaches to learning skills (ATL) are grounded in the belief that learning how to learn is fundamental to a pupil's life in and out of an academy's context. The ATLs support pupils in developing:

- Thinking skills
- Communication skills
- Research skills
- Self-management skills
- Social skills

The approaches to learning support having agency and being self-regulated learners, which helps pupils take responsibility for their learning. These ATLs are explicitly taught through the behaviour curriculum and specific school events, such as approaches to learning certificates being awarded in celebration assemblies and interwoven through daily practice within the classroom. Staff make use of the ATL Continuum Documents to see expectations for each phase of education. When pupils use age-expected approaches to learning, it supports them in maintaining exemplary levels of behaviour to engage with their learning.

### **Agency**

The PYP breaks agency down into three key areas: Voice, Choice, and Ownership. It refers to a student's capacity and drive to take initiative in their own learning. It involves students becoming active participants in the learning process, rather than passive recipients of information. By fostering agency, the PYP empowers students to question, explore, and construct their own understanding of the world. This includes making choices, setting goals, and taking responsibility for their learning journey. Ultimately, agency equips students with the skills and confidence to become lifelong learners and engaged citizens.

In order to develop the skills of agency in pupils, educators create a learning environment that empowers students to take ownership of their education. This involves strategies such as providing students with **choices** in their learning, **encouraging inquiry** and **critical thinking**, and fostering **collaboration**. Teachers model agency by sharing their own learning processes and inviting student input in decision-making. By creating opportunities for

students to set goals, reflect on their learning, and take risks, teachers cultivate a sense of autonomy and responsibility.

### **Responsibility of all Adults**

The adults encountered by the children at the Academy have an important responsibility to model high standards of behaviour, both when working with the children and with each other, as their example has an important influence on the children.

It is the responsibility of all adults to implement this policy through:

- Creating a positive learning environment with realistic expectations;
- Emphasising the importance of being valued as an individual within the group;
- Promoting, through example, honesty and courtesy;
- Ensuring fair treatment for all regardless of age, gender, race, ability and disability;
- Showing appreciation of the efforts and contribution of all;
- Providing consistency of expectations, sanctions and rewards;
- To use the 30 second intervention method to divert possible behaviour outbursts
- Challenging any incident or inappropriate behaviour - seen or heard;
- Following through with any incidents of inappropriate behaviour.
- Speedily forwarding relevant information to designated personal ie. Child Protection issues to Designated Lead for Safeguarding.
- Report any incidents back to the class teacher.

It is the responsibility of all adults to record significant incidents of inappropriate behaviour on our Bromcom system or incident report form and that this is passed on to the relevant members of staff.

### **Specific Responsibilities:**

#### **The Principal:**

It is the role of the Principal, under the School Standards and Framework Act 1998, to implement this policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of this policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all the children in the school.

The Principal supports the staff by implementing this policy, by setting the standards of behaviour, and by supporting staff in the implementation of this policy.

The Principal has access to records of all reported incidents of inappropriate behaviour and all reported parental contact.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.

The Principal must publicise the School Behaviour Policy, in writing, to staff, parents and pupils at least once a year.

**Governor Responsibility:**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

**SLT / SENCo Responsibility:**

- To regularly monitor and review incident forms, parental contact forms and behaviour reports
- To ensure that behaviour incidents are followed up by the the relevant members of staff
- To provide appropriate support to all adults, pupils and their families
- To identify children who may need additional support
- To put in place additional support for children including Individual Behaviour management plans where necessary
- To liaise with outside agencies as necessary

**Teacher and Teaching Assistant Responsibility:**

- To ensure that behavioural expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time and around school.
- To visibly display Rewards, Sanctions and Expectations in class.
- Core strategies are used to promote high expectations and ensure outstanding behaviour
  - implementation of best practice in learning and teaching;
  - building positive relationships;
  - modelling and teaching learning behaviours;
  - ensuring consistency of expectation from all stakeholders.
- To ensure that all behaviour incidents are followed up with a restorative conversation
- To keep parents/carers updated about their child's behaviour. This is expected to take the form of the most appropriate method to ensure effective and speedy communication.
- To record parental/carers contact on Parent Contact form (and circulate to designated person on form)
- To complete behaviour reports where appropriate.

- To keep a record of consequences given where appropriate.
- Teachers can confiscate pupils' property where it is deemed prejudicial to good order or where it has been clearly stated that it is not allowed / should be put away.
- Staff members have the right to confiscate items such as jewellery, mobile phones, toys and sweets and keep them in a safe place until the end of the day/school term/until collected by a parent or carer.
- The teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

### **Parents'/Carers' Responsibility**

For pupils to achieve their full potential it is essential that there are links and clear communications between home and the academies. Central to this is the understanding that teachers, parents and carers all want their children to succeed and be safe and happy within school.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the academy day.
- By ensuring that pupils have appropriate dress for school, including, PE so as to take a full part in all school activities.
- By supporting the Academy in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By informing the Academy of any issues as early as possible.
- By ensuring regular attendance at the Academy and avoiding unnecessary pupil absence. (Attendance Policy)
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.
- By adhering to the Academy Uniform code.

### **Pupil Responsibilities**

The expectations and rules of Leigh Academy Peninsula East are displayed in each classroom and are agreed by the children. These expectations and rules are regularly explained and discussed with children. The classroom rules are linked to our 3 main school rules

- Be safe
- Be respectful
- Be prepared

### **Break time / Lunch time**

To ensure consistent behaviour is maintained on the playground a duty rota is in place. Staff are responsible for ensuring good order is maintained on the playground and to take an active supervisory role.

Staff are encouraged to be actively engaged in children's games and to encourage play. All staff (including Midday Meals supervisors) are expected to follow the sanctions stages. During lunchtimes a member of SLT will rotate as available to support.

### **Reward Systems**

The positive reinforcement of good behaviour is acknowledged to be the most effective form of behaviour management. This is where appropriate behaviour is actively noticed and noted by adults and promoted to all pupils.

- Each class will have access to Class Dojo where children will be rewarded for both behaviour, attitudes and for good work ethic aligned with the IB learner profiles. These points will be displayed in the classroom and with each 100 points the children receive, they will be rewarded.
- Children will also have access to house points where they will be rewarded for behaviour, attitudes and presentation aligned with the IB learner profiles when moving through the school and during their breaks and lunchtimes. Children will be rewarded with a coloured ticket in which they are able to place into a box to contribute to points for their house teams.
- Children will receive certificates in assembly each week as chosen by the class teacher. During these celebration assemblies there will be announcements of house points and attendance at the end of each term. Children receive certificates in reflection of the points above to outline that they have positively reflected the IB learner profiles. The children will have their name in our whole school newsletter so that the whole school community can celebrate their success.
- Members of staff will also have the opportunity to choose a pupil who they feel has gone 'above and beyond' to have a postcard sent home, so that parents/ carers can be aware of this too.

All staff will start the year in making an Essential Agreement with their class. This is like a set of agreed rules that the children will make in collaboration with their class teacher. This will be displayed within the classroom for both the adults and children to refer to. This can be reformulated or added onto throughout the year as needed and all of the children plus adults will put their name to it to show agreement as a working document.

### **Consequences**

Although rewards are central to the encouragement of good behaviour, there is a need for consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the academy community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent.

Children will be given verbal warnings in class if they are not following their 'Essential Agreement'. Initially, children will be given up to two verbal warnings and members of staff will use 30 second interventions, but if the child's behaviour persists, they will be moved to our behaviour consequence ladder (Appendix 1). At the first stage, the children will be given time to reflect on their behaviour with a restorative conversation with the member of staff involved.

If after this their behaviour is still not appropriate and is distracting the class, the child would be moved to the next stage. This means that a behaviour form would need to be completed and the child would need to exit the class to another teacher but they would still need to have a restorative conversation with their original class teacher so that this incident is followed up. These restorative conversations will focus around 5 questions -

- What happened?
- What were you thinking at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions and in what way?
- What do you think you need to do to make things right?

The answers to these questions will be written on a reflection sheet.

Should a child demonstrate 10 consecutive low-level disruptive behaviours, including those outlined in stage 1, 2 & 3 of our behaviour consequence ladder, their actions will lead to progression to Stage 4 of our behaviour consequence ladder. At this stage, more serious sanctions will be implemented, which may include internal exclusion. If these low level behaviours continue beyond 20 consecutive behaviours, this will be escalated to stage 5 of our behaviour consequence ladder which could result in a suspension from school.

Parents should be informed if their child has exited the classroom or if their child is consistently being spoken to about their behaviour at school. Behaviour reflection sheets will be shared with parents to sign and discuss with the class teacher.

Our use of consequences is characterised by certain features:

- It must be clear why the consequence is being applied
- It must be made clear what changes in behaviour are required to avoid future consequences
- Group consequences are avoided and time taken away from lessons such as PE must be avoided
- There is a clear distinction between minor and major offences

If a child's behaviour is serious whereby they are causing whole class disruption, swearing, sexualised behaviour, hurting others or damaging school property then a behaviour form must be filled in and a member of SLT on site alerted. Behaviour forms can be filled in online (BROMCOM) or a paper copy can be found in the office, either way SLT should be alerted. Staff will ensure that they make Miss Goldfinch aware if an incident has been logged on the

BROMCOM system, so that Miss Goldfinch is able to monitor pupil behaviour. Likewise, if there is a parent meeting around behaviour, an online or paper copy of the form needs to be completed and filed as before. It is important that any low level behaviours or concerns around behaviour are alerted to the SENcO as soon as possible so advice and support can be given before the behaviour accelerates.

As a last resort and for any extreme behaviour that has a detrimental impact on others, the child would be excluded (following the Suspension guidance and policy) with parents and Medway being notified. On some occasions, it may be necessary for a child to be put onto report for a short while with a review date so that both parents and class teachers can work together to support the child's behaviour but this is down to the discretion of the Principal and in agreement with parents.

### **Deliberate Chromebook Damage**

The Leigh Academy Peninsula East 1:1 Chromebook Scheme provides all students from Year 1 - Year 6 with a chromebook, giving them access to a range of e-learning tools and resources to assist and enhance their learning at the academy.

All parties involved (students, parents/carers and the Academy) must agree with all of the terms and conditions outlined in the [Chromebook Acceptable Use Agreement](#). Failure to abide by these will result in an appropriate sanction in line with the academy's Behaviour Policy.

### **Monitoring & Evaluation**

The SLT will monitor the implementation of this policy periodically.

Where appropriate, SLT will highlight good practice and areas for development as part of CPD. SLT will monitor the implementation of this policy as part of their monitoring role. CPD will be provided to all staff as part of their development cycle.

### **Behaviour Reports**

Behaviour reports are used to monitor and review a child's behaviour. They are a short term strategy which may be used to identify a need. At the end of the day, the pupil will need to show their behaviour report to their Phase leader and member of SLT responsible for placing them on report. Parents/Carers will be forwarded a copy of their child's behaviour report.

### **Internal Suspension**

An Internal Suspension requires a pupil to be suspension from all contact with classmates during the school day including break times and assemblies and to be supervised by another teacher/ SLT / Principal with the parent or carer formally informed of actions.

They are a short term strategy which may reinforce behaviour expectations and to ensure that good order is not prejudiced.

### **Suspension and Permanent Exclusion**

The Principal may use Fixed-term suspension from the academy, for repeated or very serious behavioural incidents. In some cases, the Principal may permanently suspend a child. For further guidance, please refer to the [LAT's Suspensions and Permanent Exclusions Policy](#) which can be found on our website.

### **Anti-Bullying**

Bullying is defined as: 'Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.' (Department for Education (DfE) 'Preventing and Tackling Bullying' November 2014)

We support pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them. We follow national awareness days and offer pupils a range of activities to promote social inclusion. Pupils are encouraged through a range of systems to talk about bullying:

- Class open discussion 'circle time'
- Assemblies and workshops
- Reporting bullying to staff, including when witnessing bullying.
- 'Worry box' or other individual class systems to address individual issues.

The Senior Leadership Team will act to ensure that:

- Bullying is an open and high profile subject throughout the school.
- Staff are well trained and feel confident in their roles when responding to bullying.
- Staff have a say in how bullying and anti-social behaviour is addressed.
- There is support when incidents need further investigation and meetings with parents held.

### **Racism**

Racism is defined as: 'prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised.'

Any incidents of racism within the academy will not be tolerated and the following steps of action will be taken;

- An incident log kept within the academy
- All parents informed of any incident involving their child
- A consequence for any children who have been racist in any way which in extreme cases could include exclusion
- Class teachers to work with their classes about promoting diversity and challenging any racism through the teaching of the curriculum

The Senior Leadership Team will act to ensure that:

- The whole school ethos promotes diversity and challenging any racism through the teaching of the curriculum
- Staff are well trained and feel confident in their roles when responding to racism.
- There is support when incidents need further investigation and meetings with parents held.

### **Support for pupils with SEND**

It is our belief that creating a calm and orderly environment will benefit pupils with SEND, enabling them to learn and to feel confident asking for help and support.

At Leigh Academy Peninsula East we are aware that some pupils who have Special Educational Needs and Disabilities may have more occurrences of behaviours than others. The academy team will make reasonable adjustments in line with our behaviour policy and consequence ladder for those pupils who have underlying needs that may affect their behaviour. It might be that it is felt that a Positive Behaviour Plan is put in place to help support pupils with their behaviour. SLT will support teachers to identify pupils where there may be the need for interventions put in place to support these pupils, these could be movement breaks, adjustments for sensory needs, anticipation of likely triggers.

### **Positive Handling**

An effective school behaviour and discipline policy should secure an orderly and purposeful atmosphere in which effective teaching and learning can take place. Very rarely it may be necessary to positively handle a child (including the use of restraint in extreme circumstances), because not to do so would result in injury to themselves or others or when a child presents serious disruption to the school activities. Any use of reasonable force will be guided by the welfare of individuals and it will be proportionate to the situation. Some staff receive appropriate training in restraint procedures to ensure both the safety of the pupil and the adult(s). Other staff are aware of procedures in place should positive handling techniques need to be used. If it is known that positive handling techniques are likely to be needed, parents are asked to sign a behaviour plan consenting to positive handling techniques being used if their child is a risk to themselves or others. Please refer to the [LAT's Restrictive Interventions & Use of Reasonable Force Policy](#) for more information.

#### Alternatives to Positive Handling

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop
- Remind pupils about the rules and possible outcomes
- Remove an audience or take vulnerable pupils to a safer place
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Guide or escort pupils to somewhere less pressured such as the sensory space/agreed time out area
- Ensure that colleagues know what is happening and where to get help

### **School trips**

At Leigh Academy Peninsula East, we pride ourselves on the behaviour of our students when on external visits. Members of the public and external presenters often commend the students on their respectful and courteous manner. At Leigh Academy Peninsula East we place a high value on educational visits, fieldwork, trips and tours. All our students taking part in such trips are representing Leigh Academy Peninsula East, as well as themselves and as such, the highest standard of behaviour is expected at all times. The Code of Conduct must be adhered to by all students participating on trips organised by, or on behalf of Leigh Academy Peninsula East. Acceptance of participation on a school trip implies acceptance by all parents/carers and students of the Code of Conduct as a basic condition of the contract for the trip. On school trips, each student should:

- Be safe, respectful, ready at all times
- Fulfil any tasks or duties set prior to and during the visit
- Co-operate fully with staff and external providers/presenters at all times and respect all requests and requirements made.
- Wear school uniform appropriately at all times unless otherwise directed
- Participate fully in all activities and sessions during visit
- Be punctual at all times
- Not leave group sessions without permission
- Always return to the meeting point at the agreed times
- Be courteous, considerate and respectful to members of the public at all times
- Avoid behaviour that will inconvenience others
- Behave at all times in a manner that reflects credit to themselves, the party/group and school
- Abide by the laws, rules and regulations of the places visited
- Be aware of the social/religious conventions of the places visited and show appropriate consideration
- Not purchase / bring any prohibited item or substances as per the school policy
- Not consume any food or drink on the school minibus / hired coach. If your child has any electronic devices such as phones and/or headphones these are not permitted to be used during the trip unless otherwise specified, If in doubt on any matter, consult with staff
- A breach of the code of conduct or the normal rules of acceptable behaviour may result in the student being returned home at the expense of the parents/carers.
- If the Academy feels that a student's behaviour warrants an exclusion from a trip, this will be discussed with the parents / carers.
- It may also be that a risk assessment is put in place if the Academy feel that this is needed to support the safety of the student and others on at trip.

**When using transport all students will:**

- Stay seated and face forwards and do not speak to the driver while the vehicle is in motion
- Wear seat belts where provided
- Follow instructions for the safe embarkation and disembarkation from the vehicle

- Ensure that bags are safely stored and do not block emergency exits
- Not eat or drink on the vehicle without the permission of the group leader
- Clear any litter at the end of the journey

The decision to send a student home from a visit is at the discretion of the party leader(s), in consultation with one the school's senior leadership team. The school's decision will be final.

### **Behaviour outside of school premises**

Parents are responsible for their children's behaviour outside of the school premises. The school would not normally choose to sanction behaviours occurring outside of school. However, in some circumstances the school may choose to sanction poor behaviour that happens beyond the school gate, including on-line conduct. This behaviour may include:

- When taking part in a school organised activity
- Travelling to and from school
- When wearing school uniform
- Behaviour that has implications for the smooth running of the school
- Behaviour that poses a threat to another student
- Behaviour that could adversely affect the reputation of the school

### **Searching Pupils**

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

2. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

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 property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images

4. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for

the search and how it will be conducted so that their agreement is informed.

5. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

6. When exercising their powers, schools 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.

### **Before searching**

1. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

2. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

3. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

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

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

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

6. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

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

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

## Appendix 1 - Consequence Ladder

Stage	Behaviour incident		Appropriate sanctions <i>Yellow actions can be completed by class teacher Amber by SLT</i>	Comments
	Name	Example		
1	<b>DBE</b> Disruptive behaviour in a lesson	Calling out Wandering about classroom Not putting hand up to talk Silly noises/Minor annoyances Interrupting other pupils Talking during silent work Running in the school building Ignoring minor instructions Pushing in line	<ul style="list-style-type: none"> <li>• Verbal reminder of inappropriate behaviour and consequences for repeating it</li> <li>• Change of seating</li> <li>• Name written on board / moved onto warning</li> <li>• 5 Minute playground cool down period</li> <li>• Tactically ignore</li> </ul>	Not recorded.  No other staff members involved.  TA & Teachers on duty deal with playground incidents.  <b>After 3 repetitions within a small time frame move to stage 2</b>
	<b>DBP</b> Disruptive behaviour on the playground	Minor Playground Incidents Dropping litter Pushing in line Bad language (one off)		
	<b>LEFT (1)</b> Left environment without permission	Being in a building unauthorised (one off)		
2	<b>DF</b> Defiance	<b>Repeated stage 1 behaviour</b> Refusal to work/Unacceptable output Minor challenge to authority Minor, non directed swearing	<ul style="list-style-type: none"> <li>• Separation from the rest of the class within classroom</li> <li>• Writing a letter of apology during playtime/breaktime</li> <li>• 10 - 20 minute lunchtime/playtime detentions to complete unfinished work</li> </ul>	TA/Teacher on duty to report playground incident to class teacher .  Behaviour incident to be recorded on BROMCOM by person who dealt with the incident.

	DLE Disrupting Learning Environment	Deliberate disruption Repeatedly annoying other children Accidental damage through carelessness	<ul style="list-style-type: none"> <li>Repair/clean up of damage.</li> </ul>	<p>Informal contact with parents by class teacher.</p> <p><b>After 3 repetitions within a small time frame move to stage 3</b> <b>Discuss with Phase lead if ongoing concerns</b></p>
	PCP Physical contact to peer	Playground skirmish		
3	DP Damage - Property	<b>Repeated Stage 2 Behaviour</b> Deliberately throwing small objects with intention of harming or breaking them. Damage to school/pupil property	<ul style="list-style-type: none"> <li>Separation from the rest of the class - external from classroom - outside another teacher's classroom</li> <li>Writing a letter of apology during playtime/break time</li> <li>Behaviour report started and shared with parents and AG weekly</li> <li>Is there an underlying issue? Would a referral to SENCo be appropriate? Use Initial concern form to refer.</li> </ul>	<p>Discuss with Phase lead (<b>EYFS - LH, YEARS 1, 2 &amp; 3 - AG, YEARS 4, 5 &amp; 6 - TG</b>)</p> <p><b>Repeated incidents within a short time frame to be reported to AG/ TG</b></p> <p>Incident to be logged on BROMCOM</p> <p>Informal contact with parents by class teacher - <a href="#">Parental contact recorded on yellow form-saved on drive &amp; shared with AG/Phase Leads</a></p> <p><a href="#">PYP behaviour reflection sheet to be completed and signed by parent</a></p>
	LEFT (R) Left environment without permission	Leaving class without permission (repeated)		
	RU/DIS Rudeness/ Disrespect with peers and others	Repeated refusal to do set tasks Deliberate rudeness to adults		
	DIO Deliberately Injuring Others	Harming someone		
	AGB Aggressive Behaviour	Threatening behaviour Spitting		

	DLA Derogatory Language  SW Swearing  HOM Homophobic Incident	Harmful/offensive name calling/Directed swearing at another child  Discrimination against others ( including homophobia )		
4	RU/DIS Rudeness/ Disrespect with peers and others  BEN Behaviour which endangers myself or others  FT (As above)  SW Swearing	<b>Repeated Stage 3 Behaviour</b> Serious challenge to authority  Throwing large dangerous objects  Fighting in the classroom  Verbal abuse/swearing to any staff or parent	<ul style="list-style-type: none"> <li>• Possible recompense for damaged property from parent</li> <li>• Pupil placed on report - shared with SLT and Parents, if not completed virtually then ensure this shared with parents daily</li> <li>• Possible denial of technology access rights</li> <li>• Possible fixed term exclusion up to 15 days/Permanent exclusion</li> <li>• Exclusion from site at lunchtimes</li> <li>• Withdrawal from whole school events e.g. trips Internal exclusions</li> </ul>	<p><b>Requires immediate involvement of CBR/LR!</b></p> <p>incident recorded on BROMCOM</p> <p>Formal telephone call/contact/ letter/ meeting with parents by Class teacher - <a href="#">Parental contact recorded on yellow form-saved on drive &amp; shared with all members of SLT (AG.TG.CB &amp; LR)</a></p> <p><a href="#">PYP behaviour reflection sheet to be completed and signed by parent</a></p> <p><b><i>If persistent consider involvement of outside agencies and SENCO referral</i></b></p>
	OTHER (please describe incident)  DP - Damage - Property or DADEV - Damage to a digital Device  OTHER (Explain)	Bringing the school into disrepute e.g. on public transport, road.  Vandalism/Graffiti  Stealing		
	AGB (As above)  BULL Bullying	Threat of physical violence  Persistent bullying		

	FT Fighting	Serious fighting & intentional physical harm to other children ( mark left)		
	RACI Racist Incident	Racist incidents		
	HOM / DLA (As above) INDEV Inappropriate use of device	Persistent discrimination against others ( including homophobia )  Malicious or inappropriate use of new technologies		
	ISB Inappropriate Sexual Behaviour	Use of sexualised language		
<b>5</b>	<b>OTHER (Explain)</b>  <b>As these behaviours are Stage 5, you will need to explain in detail the events that occurred.</b>  <b>Please report to a member of SLT to support with this.</b>	<p><b>Repeated Stage 4 Behaviour</b> Extreme danger or violence</p> <p>Sexual Misconduct towards others</p> <p>Very serious challenge to authority</p> <p>Verbal / physical abuse to any staff</p> <p>Running out of school</p> <p>Possession of illegal drugs</p> <p>Possession of a weapon considered to be dangerous by an adult at Leigh Academy Peninsula East</p> <p>HBT (Homophobic, biphobic and transphobic bullying)</p>	<ul style="list-style-type: none"> <li><b>Immediate exclusion fixed term or permanent.</b></li> </ul>	<p><b>Requires immediate involvement of LRI / EEL</b></p> <p>Incident recorded on BROMCOM and explain in detail.</p> <p><a href="#">PYP behaviour reflection sheet to be completed and signed by parent</a></p> <p>Formal telephone call/contact/ letter/ meeting with parents and SLT - <a href="#">Parental contact recorded on yellow form-saved on drive &amp; shared with all members of SLT (AG,TG,CB,LR)</a></p>

*All behaviours and sanctions should be agreed upon as a team - pupils with SEND although are **not given special dispensation**. It might be **due to their needs** that the **full sanction is not put in place after agreement from SLT** or a plan is put in place to support the pupil with their behaviour.*

