



## **Speldhurst CE (Voluntary Aided) Primary School**

### **Behaviour Policy and Statement of Behaviour Principles**

Agreed by FGB: Spring 2026  
Date of Review: Spring 2027

#### **Growing into all God Wants Us to be**

Everyone in our school community is on an accompanied voyage of growth and discovery. God lights the path ahead of us, guiding us on our journey. “This encourages us to be part of better things and know that God is supporting us every step of the way”. Amelie Y5

## Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Restrictive interventions, including use of reasonable force in schools

In addition, this policy is based on:

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

## Aims

The behaviour policy of Speldhurst CE Primary School is a set of expectations for children, staff, parents, governors, and visitors. We encourage prosocial behaviour choices for the good of the individual and the wider community.

Supporting pupils with their social and emotional skills and development is something we believe is just as important as academic success. We do not blame individuals when emotional dysregulation occurs, instead we aim to support children in taking responsibility for and understanding the impact of their actions. When conflict arises between individuals within our community, we will aim to resolve it using methods that will empower our community. Our approach will range from informal conversations to formal, planned, coaching conversations and restorative practice which may include parents.

Prosocial behaviour is facilitated through positive relationships and clear routines which everyone knows and understands. Behaviour is noticed, appreciated, and commented on. We implement a stepped response to incidents of difficult or dangerous behaviour and reasonable adjustments are made for all children that require it. The steps are as follows;

| Reminder                                                                                                                           | Caution                                                                                                                                                                                                       | Last Chance                                                                                                                                         | Reset                                                                                                                                                                                                                                                                                                                                                                              | Repair                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A reminder of 'Be Kind, Be Respectful' Delivered privately wherever possible. Repeated where reasonable adjustments are necessary. | A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outline the consequences should they continue. Use 'Think carefully about the next step.' | Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. | This is a short time (around 2 minutes) outside the room or at the side of the field of play. It is designed for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. It may be necessary to spend a short period of time in an alternative classroom- staff will avoid placing children in the same classroom as siblings. | This might be a quick break time chat or a more formal restorative meeting. This step is essential and must happen without fail. Pupil will be required to complete a Reflection Sheet with an adult. |

We have high expectations of children's academic achievement, and we foster a positive attitude to learning in school, where all children are expected to do their best. At times it may be appropriate to apply an educational consequence for example to keep children in for a portion (never the whole period as children need to be outside) of a break time. This could be to reflect or to complete work or send work home that has not been completed to a satisfactory standard during the school day.

Records and analysis of any incidents around the following protected characteristics are recorded on CPOMS so we can track patterns and follow up as required:

- bullying, discriminatory and prejudiced behaviour
- racist, sexist, disability, homophobic, biphobia, transphobic bullying, derogatory language
- racist incidents
- incidents of sexual harassment/violence

Such incidents are very rare, but always taken seriously and followed up.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally” (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include:

| Type of Bullying                                                                                                                                                                                                                         | Definition                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                | Being unfriendly, excluding, tormenting                                                                                                                                       |
| Physical                                                                                                                                                                                                                                 | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                            |
| Sexual                                                                                                                                                                                                                                   | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |

|                           |                                                                                                                                                                                                            |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                                                          |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

At Speldhurst CE Primary School, a culture of tolerance, acceptance, inclusion and kindness is actively promoted by all stakeholders which fosters an environment where instances of bullying are exceptionally rare. Children will be made fully aware of the processes to follow if they feel they are being bullied, and strong relationships between home and school ensure that staff are aware of any issues which may lead to an instance of bullying early on. Rapid intervention is able to take place to deal with issues promptly. Children have a named member of staff (Simon Howe, Deputy Headteacher) who they can go to in order to report an instance of bullying. Parents are able to contact either the class teacher, or a member of the SLT in order to discuss concerns around bullying. If an allegation of bullying is made, senior leaders will be involved in immediate investigations alongside class teachers or any other relevant members of staff. All communications and findings are recorded on CPOMS. If bullying is reported to have happened off site or online, senior leaders will discuss issues with the parents of children involved. Children who have been the victims of bullying, and those having carried out bullying, will be supported in consultation with our Needs Committee.

## Roles and Responsibilities

### The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)  
Approving this policy alongside the governing board
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

## Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- That they can speak up and tell a member of staff if they experience or see behaviour which causes upset
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards, and to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

### **Speldhurst CE Primary School Behaviour Expectations**

**Be Kind, Be Respectful**

**This is the behaviour we expect, and it applies to every member of the school community.**

- Be in school and in class on time, with all the things you need
- In class, make it possible for all children to learn
- Speak respectfully to one another
  - Be polite and do not use language other people may find offensive.
  - 'THINK' before you speak; is it True? Helpful? Inspiring? Necessary? Kind?
- Keep hands, feet and unkind words to yourself
- Take care of property, your own and that of others.

Children need to be rewarded for choosing to follow the code of conduct in an effort to raise their self-esteem, set a good example to others and celebrate their success. This can be done in a variety of ways:

- Reinforce the positive = praise good behaviour
- The House point system is used to reward pupils for their achievement, progress and effort in learning. These can be awarded by teachers and teaching assistants working in class with pupils. House Points will be recorded using the 'Class Dojo' system and children will work towards a bronze, silver and gold award by collecting 50, 100 and 150 points. Teachers and TAs will also record House Points in books in written form.
- Children who show kindness and respect above and beyond normal behaviour will be awarded a raffle ticket and these are then entered in a weekly prize draw.
- Children who exemplify our core values are recognised and rewarded during our regular 'Values' assemblies.

### **Expectations at the start of the day**

Children should come into school, organise their belongings and go straight to class. They should not linger in communal areas such as the cloakroom.

### **Start of the day in class**

Teachers should plan appropriate activities for the period between 8.35-9.00. Children should ensure they have all the resources they need at their desk or in their bags as directed by the Class Teacher. The register will be taken during which children should remain quiet. Lunch orders will be taken at this time.

### **Expectations around the school building**

Children must walk while in the school buildings and in outside spaces between buildings and the playground. They are expected to hold doors open for adults and let them pass.

All members of staff must be responsible for all children and their behaviour in and around the school, acknowledging good behaviour and ensuring high expectations in line with our school policy.

### **Expectations of behaviour in Acts of Worship**

All children are to have an agreed order for lining up for Worship, which promotes prosocial behaviour and listening, and reduces the likelihood of not meeting our expectations.

Children are to leave the classroom, led by a member of staff, in silence, and enter the hall in silence. On leaving Worship, children should remain calm and quiet until they enter the classroom/playground.

### **Expectations in the dinner hall**

1. Line up calmly
2. Listen to adults
3. Indoor voices to be used in the hall
4. Children sit in groups depending on meal choice
5. Please be respectful and tolerant of those you eat lunch with
6. Children will be responsible for clearing their own plates
6. If adults need to give instructions, they will ring the bell, children are to fall silent and listen
7. Year 6s to help with Reception until October half term

### **Expectations in the playground**

1. We play together and look after one another
2. We tell a grown up straight away if we know something happening is wrong, we feel unsafe or if we feel frightened or sad - bullying of any kind will not be tolerated
3. We have 'kind hands' and 'kind feet'
4. We use 'kind words' - rudeness and bad language are never appropriate
5. Trim Trail rota enforced and reminder of rules
6. We are respectful of everyone in our school community
7. Children must ask to enter the building or to go to the toilet
8. When the bell rings after morning break, we stand still where we are and we are quiet and listen. Children will then walk calmly and quietly to classrooms
9. When the first bell rings for tidy up time towards the end of lunchtime play, children are expected to acknowledge that it is time to tidy up and stop their activity. If they are on equipment, they should get off it so that both feet are firmly on the ground and help tidy equipment as required
10. Five minutes later, a second bell will ring to indicate lunchtime play has ended and the children are expected to walk calmly and quietly to their classrooms

### **Using loose parts at break and lunchtime**

*"A 'loose parts' toy, is open-ended; children may use it in many ways and combine with other loose-parts through imagination and creativity. Nature, which excites all the senses, remains the richest source of loose parts."* Richard Louv, Author

Children must be safe when using equipment. Initially our approach is that children should self-assess risk with adult guidance. There may be times when adults will need to intervene and ask children to review what they are doing and rethink.



### **Learning expectations**

- Calm purposeful environment
- Be Kind
- Be Respectful
- Keep hands, feet and unkind words to yourself
- Follow instructions
- Care for your property and that of others
- Focused listening
- Learning areas should be tidy and adults should remind children of this
- Laptops and iPads should be shut down so they are charged ready for the next session

### **Expectations at the end of the day**

Classrooms should be left tidy, and children are expected to participate in helping to put things away.

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception, Year 1 and 2 | Children come up into the cloakroom or corridors to collect their belongings and line up in the classroom. Children are dismissed from classroom doors/gate.                                                                                                                                                                                                                                                                         |
| Year 3 and 4            | Children come into the cloakrooms to collect their belongings and line up in classrooms. Children walk calmly and sensibly with their teachers from classrooms to Pippin Class (Year 3) or Galaxy Gala Class (Year 4) to be dismissed.                                                                                                                                                                                               |
| Year 5 and 6            | Children collect all their belongings and line up outside the classrooms. Children walk calmly and sensibly with their teachers to the playground to be dismissed. If walking home, they do not crowd round the teacher to go first, rather they need to wait in line and when the teacher reaches them, they will be dismissed, meaning the teacher knows they are leaving school unaccompanied as part of developing independence. |

The trim trail and field are not to be used after school. No playground equipment is to be used after school to ensure the safety of the parents and other children.

### What happens if a child does not manage to keep to our expectations?

| Reminder                                                                                                                           | Caution                                                                                                                                                                                                       | Last Chance                                                                                                                                         | Reset                                                                                                                                                                                                                                                                                                                                                                              | Repair                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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If a child's actions are stopping others from learning or putting others at risk, it isn't appropriate for the child to remain in the class/on the playground/in Worship/in the corridors. Therefore, a member of staff will ensure that, if this happens during lesson time, they will go and work in another class or they will be taken off the playground or taken out of the situation. The intention will be to secure the best achievement for all children - the child and the other children.

For dangerous behaviour (such as: violence towards pupils or an adult, dangerous behaviour, extreme insolence, swearing or disrespect) the child is sent to the Headteacher or Deputy Headteacher. Children should be escorted by a member of staff (the class teacher may need assistance for this via the walkie-talkie).

The child's parent/carer is informed so that the behaviour is closely monitored and there is support both at home and at school to help the child to improve their behaviour.

A referral to an outside agency may be made. This is to organise an intervention to support the family and explore outreach services.

**Peace Conferences - Group Coaching** (Particularly relevant to play times but may be used for ongoing friendship issues)

A 'Peace Conference' encourages the child to move through the process of tackling behaviour they do not find acceptable. It needs adult support, and it does take time. The process of a 'Peace Conference' is as follows:

In the case of dispute, the instigator comes to an adult with a complaint about another child's behaviour. Depending on the level of anger, it may be appropriate to sit at a table. All children are encouraged to speak in a normal voice for volume and speed.

The other child is called over by the adult, but the instigator of the conference must tell the child 1) The issue they are raising and, 2) Why and how it upsets them.

The other child is not allowed to speak until they have finished. They then have the right to reply, and the adult facilitates the conversation.

If the children agree on what has happened, either the instigator with the adult's help, or the adult, decides what should happen next.

In many cases we find the children do not agree on what has happened. In which case, one or more of the following is appropriate:

1. The children can call bystanders for their viewpoint. Bystanders give their side of the story one at a time without interruption
2. The other child always has the right of reply
3. If necessary, there may be several bystanders

If no agreement is reached and the situation is unclear (i.e., the adult has not seen the incident or there is no consensus among the witnesses), the adult gives a decision which will calm things down - either attributing blame equally or none at all.

Part of the Peace Conference is deciding how the group will move forward. This may include individuals apologising but there will be times when an insincere apology is insulting and unhelpful so we may choose not to insist on this depending on the circumstances.

**Social, Emotional, Mental & Health Needs (SEMH)**

In the case of children identified as having SEMH needs, the school, acting in partnership with the parents of the child concerned, will draw up an individual support plan. This plan will be designed to deliver improvements in the child's behaviour. While this may involve a more sensitive interpretation of this policy during the duration of the support plan, unacceptable behaviour will not be allowed to remain unacknowledged.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school.

Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impact on social, emotional, and academic development and learning.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs, and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.

We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners - socially, emotionally, and academically, to be enthusiastic and foster a willingness to take risks.

From the earliest opportunity pupils will be encouraged to build tolerance, make good choices, and take responsibility, in readiness for them taking their place in society.

Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

### **Children on an individual support plan or at risk of exclusion**

Children must always be set behaviour expectations which they are able to fulfil. In severe cases, this may mean adapting the school's expectations while the child gradually improves their behaviour as there will be some children who require a more sensitive and differentiated approach. The emphasis should be on preventing unsocial behaviour through specified provision.

However, it is imperative that children are protected from the consequences of another child's difficulty with behaviour. Their work should not be affected and they should feel safe.

There should always be consequences for dangerous behaviour. The aim should always be to enter into dialogue with the child, so he/she understands why such behaviour is unacceptable and agreeing with the child how best to address it.

The child should have an individual support plan which is known and followed by all staff.

Consequences of dangerous behaviour may include:

- Removal from the playground to have separate break times.
- Removal from the classroom to learn separately from others or in a different class due to disruption.
- Suspension (fixed term exclusion)
- Exclusion (permanent exclusion)

In this school, suspension and exclusion is used only when the child is beyond control or there is a risk to personal safety of adults or children, a criminal offence is committed, there is a hate crime or repeated discrimination or when there is a likelihood of damage to property.

Other forms of exclusion may be used when there is sufficient challenge to the authority of adults in the school. The headteacher, assisted by teaching staff, will make this decision.

The school follows government guidance regarding exclusions. More information can be found here:

[IASK-A-Guide-to-Exclusions.pdf](#)

All Suspensions and exclusions will be notified to the Chair of Governors, Helen Yates. Kent County Council will be informed as required.

### **Online Hate**

Online hate content, directed towards or posted by specific members of the community will not be tolerated at Speldhurst CE Primary School. We have Acceptable Use Policies which children, staff, and volunteers are expected to sign. We will where possible follow up online incidents, but this can be difficult when these take place out of school. We regularly send home information to support families in managing this.

If we become aware of any online hate incidents, we will report it to the appropriate organisations. If we suspect a criminal offence has been committed, the police will be contacted.

### **Sexual Violence & Sexual Harassment between Children**

Examples may include; non-consensual sharing of sexual images and videos, sexualised online bullying, online coercion and threats, unwanted sexual comments/behaviour and messages on social media, and online sexual exploitation.

All reports of sexual violence and sexual harassment between children will be taken very seriously and reported to the Designated Safeguarding Lead who will deal with the incident, with the support of other agencies, such as Children's Social Care and the police, as required. This is in line with our Child Protection & Safeguarding policy.

### **Pupils' conduct outside the school gates**

Our school expectations and associated educational consequences identified in this behaviour policy will equally apply in response to all non-criminal, poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is taking part in any school-organised or school related activity such as sports fixture or off-site visit.

### **Use of Reasonable Force**

The Department for Education expects that the school behaviour policy includes the power to use reasonable force (DfE guidance 'Use of Reasonable Force' - July 2013). This school has a 'Positive Handling Policy' which gives more details about the use of positive handling and reasonable force, and the circumstances in which force might be used.

### **Searching and Confiscation**

The Headteacher and members of the leadership team 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:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- solvents
- glue
- prescribed or over the counter medicines
- 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).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will only be carried out by the Headteacher, or staff authorised by the Headteacher, and a witness would always be present.

School staff can seize any prohibited item found as a result of a search which they consider harmful or detrimental to school safety and wellbeing.

### ***Searching with consent***

School staff can search pupils with their consent or consent of a parent/carer for any item.

### ***Searching without consent***

- Knives or weapons, alcohol, illegal drugs, and stolen items; and
- Tobacco and cigarette papers, fireworks, and pornographic images; and
- 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, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### ***Dealing with electronic devices***

Where the member of staff conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files

on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

### **Telling parents**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search. We will inform the individual pupil's parents or carer where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

## Appendix 1: Written Statement of Behaviour Principles for our School Community

Every pupil knows and understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

Our whole school community respects and upholds our values of; Love, Respect, Honesty, Forgiveness, Perseverance, and Stewardship.

The expected behaviour is understood by pupils, families and carers, and staff, and pupils are helped to take responsibility for their actions

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times and staff are consistent in the application of the behaviour policy.

Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Exclusions will only be used as a last resort.

Violence or threatening behaviour will not be tolerated in any circumstances.

The full Board of Governors expect these principles to be upheld by all, and this written statement of behaviour principles is reviewed and approved by the full governing board.