BEHAVIOUR POLICY

ODBST Level 1 Statutory Policy:	**ALL** Schools require this policy with **no changes** allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, **except** where a school contact is required as identified in the content of the policy. LGBs will **note** adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	Safeguarding and Child Protection Policy Attendance Policy SEND Policy Suspensions and Exclusions Policy Use of Reasonable Force Policy Equality Policy Tackling Extremism and Radicalisation Policy Anti-bullying Policy ODBST Online Safety Policy
Committee responsible:	SEC
Approved by:	SEC
Date Approved:	February 2026
Review Date:	Spring term 2028

I Statement of Intent

A clear school behaviour policy, consistently and fairly applied, underpins effective education. The *ODBST believes that high standards of behaviour lie at the heart of a successful school and that this enables our pupils to make the best possible progress in all aspects of their school life. A fundamental part of a child's education is learning to be part of the society in which they live.*

Through our behaviour policy, we aim to encourage and acknowledge behaviour which allows others to learn and our schools to flourish. We value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

Introduction

The proprietors of Academies have a duty under paragraph 7 of Schedule 1 to the Education (Independent Schools Standards) (England) Regulations 2010 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The proprietors of Academy Schools are required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented by each school's Local Governing Body (LGB). Such policies must set out the disciplinary sanctions to be adopted if a pupil misbehaves. Academies are also required to ensure that an effective anti-bullying strategy is drawn up and implemented.

Information about the school's behaviour policy must be made available to parents on the school's website and on request.

Objectives

The ODBST behaviour policy is based on the key principles in which our schools:

- respect and accept pupils and staff, regardless of age, gender, race, sexuality, religious beliefs, disability or academic ability;
- allow teachers to teach and learners to learn;
- act with trust, honesty and equity;
- take pride in our school, its uniqueness and individual ethos.

This document describes how we, the ODBST, design and implement policies to promote good behaviour, self-discipline and respect, prevent bullying and regulate the conduct of pupils. Our policy shows how behaviour is monitored, praised or corrected and how we expect our school communities to function and flourish.

Scope

- ODBST Trustees
- Local Governing Body
- Headteacher
- Teaching staff
- Support staff
- All school staff
- Pupils
- Central Office Staff
- Contractors/Service providers
- Users of the school site and buildings

Relevant Legislation

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Attended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012

- Behaviour in School Advice for Headteachers and school staff 2023
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies and pupil referral units in England September 2023
- Searching, Screening and Confiscation advice for schools 2022
- Use of Reasonable Force Guidance 2025

Date of Review

The policy will be reviewed as required by the Board of Trustees of ODBST to take account of any legislative changes and/or national policy development as well as feedback from ODBST staff and schools and in any event, by 30th April 2028

General Principles

Definitions

- Where the term "relevant body" has been used in legislation this refers to the Board of Trustees of ODBST. In this document the term Trustees is used for simplicity.
- The term "Proprietor" is also used to refer to Trustees of ODBST.
- Unless indicated otherwise, all references to "teacher" include the Headteacher.
- Unless indicated otherwise, all references to staff include teaching and support staff.
- All references to "parent" include the parents, carers and any other person with parental responsibility.
- The term "behaviour" is deemed to include all policies dealing with conduct, attitudes, sanctions, rewards, detention and the authority of employed staff to discipline pupils.
- The term "consequence" covers the actions taken or issued as a result of positive behaviour (often known as rewards) or negative behaviour (often known as sanctions). Consequences can be 'protective' (to keep that individual or others safe from harm) or 'educational' – those consequences which seek to correct and improve the individual's behaviour or attitude.

Delegation

The Trustees have chosen to delegate its functions to Local Governing Bodies and Headteachers as set out in this policy.

Monitoring and Evaluation

The Local Governing Body and Headteacher will monitor the operation and effectiveness of the ODBST Behaviour Policy and deal with any queries relating to it. The Director of Education will quality assure the implementation of this behaviour policy. The Oxford Diocesan Bucks Schools Trust (ODBST), through the School Effectiveness Committee, will monitor any concerns or complaints raised in relation to the policy on an annual basis.

Behaviour Policy

1. Policy Background

1.1 Good behaviour in schools is central to a good education. Schools need to manage behaviour well so that they create calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. All schools need to work continuously to maintain high standards of behaviour.

Where behaviour is poor, pupils suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress. It can cause some pupils to stay away from school and continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that Headteachers lead the creation and reinforcement of this culture, ensuring that it permeates through every aspect of school life. Staff will be trained to make sure that they collectively embody this school culture, upholding the behaviour policy at all times and responding to misbehaviour consistently and fairly.

Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils will be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When pupils do misbehave, our schools will respond promptly, predictably and with confidence to maintain a calm, safe learning environment and then consider how such behaviour can be prevented from recurring.

In some cases, particularly when a pupil is persistently disruptive and support or guidance are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded and the school will refer to the specific DfE guidance on suspension and permanent exclusion and the ODBST Suspensions and Exclusion policy.

2. **Creating and maintaining high standards of behaviour**

2.1 The culture for behaviour in our schools reflects the overall ODBST vision and is one which ensures that pupils can learn in a calm, safe and supportive environment and which protects them from disruption.

2.2 All Headteachers should take responsibility for implementing measures to secure acceptable standards of behaviour.

The ODBST approach to behaviour meets the following national minimum expectations so that:

- each school has high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place, and both general and targeted interventions are used, to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or routines. Disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour;
- all members of each school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully;
- any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.

2.3 It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping Children Safe in Education (KCSiE 2025 and thereafter). KCSiE 25 is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. As part of taking a whole Trust approach to behaviour and safeguarding, it is important to us that the respective policies complement one another.

2.4 Where circumstances arise that endanger the safety of a pupil or staff member, each school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.
The Headteacher has determined measures to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, amongst pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyber bullying, prejudice based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

2.5 In all ODBST schools:

- leaders are committed to a therapeutic approach to behaviour management.
- school systems and social norms, rules, routines and consequence systems are based on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and adaptive planning.
- staff induction, development and support with regular training in place for staff on behaviour. All staff receive training on the Behaviour Policy and approach as part of their induction.
- pupil transition includes induction and re-induction into behaviour systems, rules and routines.
- pupil support includes the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour.
- child-on-child abuse includes measures to prevent child-on-child abuse and the response to incidents of such abuse.
- the list of items which are banned by the ODBST and for which a search can be made are listed below 4.1

2.6 The Local Governing Body must have regard to the guidance and statute provided by the Trust, the DfE or other responsible bodies to include the following:

- screening and searching of pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

2.7 Each Headteacher will publicise the ODBST behaviour policy, in writing to staff, parents and pupils at least once a year. The behaviour policy is published on individual school websites and at www.odbst.org.uk

3.**Designing the Behaviour Policy**

3.1 In developing the ODBST behaviour policy, the Trustees have reflected on the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Effective classroom management
4. Consequences (rewards and sanctions)
5. Behaviour strategies and the teaching of good behaviour
6. Effective staff development and support
7. Pupil support systems
8. Liaison with parents and other agencies
9. Managing pupil transition
10. Organisation and facilities

3.2 The ODBST takes the safety of our staff seriously. This is the disciplinary action that will be taken out against pupils who are found to have made malicious accusations against school staff.

3.3 The ODBST behaviour policy acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Education Needs (SEND).

4.**Discipline in Schools – teachers' powers**

4.1 Trustees have taken into account statutory authorities' expectations and determined that:

- teachers have statutory powers to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction;
- the power applies to all paid staff (unless the Headteacher has said otherwise) with responsibility for pupils including teaching assistants;
- teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits;
- teachers can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- teachers can confiscate pupils' property. Items may not be brought into ODBST schools are referenced in appendix B

4.2 Teachers in ODBST schools can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a consequence on that pupil.

4.3 To be lawful, the consequence (including detentions) must satisfy the following three conditions:

1. The decision to impose a consequence on a pupil will be made by a paid member of school staff or a member of staff authorised by the Headteacher.
2. The decision to impose a consequence on a pupil and the consequence itself will be made on the school premises or while the pupil is under the charge of the member of staff.
3. It will not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it will be reasonable in all the circumstances.

4.4 A consequence will be proportionate. In determining whether a consequence is reasonable account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

4.5 The Headteacher may limit the power to apply particular consequences to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

4.6 Corporal consequences are illegal in all circumstances.

4.7 Our ODBST policy expects staff to consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the ODBST safeguarding and child protection policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point we will consider whether a multiagency assessment is necessary.

4.8 Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Each school will respond proportionately and in accordance with school consequences to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the consequences that will be imposed on pupils. Each school will collaborate with local authorities to promote good behaviour on school transport.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform; or
- is in some other way identifiable with the school; or

misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the ordinary running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or when the pupil is under the lawful control of the staff member.

5.**Behaviour and Consequences (Rewards and Sanctions)**

5.1 The ODBST encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

5.2 Each school has in place a range of consequences to both reinforce and praise good behaviour and sanction those who do not comply with our behaviour policy. These will be proportionate, a fair response that may vary according to the age of the pupils and any other circumstances that affect the pupil.

5.3 When a member of staff becomes aware of misbehaviour, they will respond predictably, promptly and assertively in accordance with the ODBST behaviour policy. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. We recognise that it is important that staff across our Trust respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and we may use pre-agreed scripts and phrases to help to restore calm.

The aim of any response to misbehaviour is to maintain the culture of each school, to restore a calm and safe environment in which all pupils can learn and thrive, and to prevent the recurrence of behaviour.

5.4 The ODBST is very clear about when behaviour is child-on-child abuse and, in such instances, will refer to the ODBST Safeguarding and Child Protection policy supporting all involved parties and recording all instances as safeguarding concerns. The ODBST uses CPOMS to record all safeguarding concerns and this will involve all behaviours, including those behaviours seen online, that are considered to be child-on-child abuse as indicated in our policy. To achieve these aims, our response to behaviour has a clear purpose which includes:

- **deterrence:** consequences can often be effective deterrents for a specific pupil or as a general deterrent for all pupils at the school;
- **protection:** keeping pupils safe is a legal duty of all staff. A protective consequence in response to inappropriate behaviour, for example, removing a pupil from a lesson may be immediate or after an assessment of risk;
- **improvement:** educational consequences support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via protective consequences, reflective conversations or targeted pastoral support.

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

5.6 This behaviour policy includes a range of protective consequences clearly communicated and understood by pupils, staff and parents.

- verbal reminder and reminder of the expectations of behaviour;
- reflection time;
- restorative justice;
- the setting of written tasks such as an account of behaviour;
- loss of privileges such as the loss of a prized responsibility;
- in-school detention and after school detention (ODBST primary schools do not use after school detention as a consequence)
- school based community service such as tidying a classroom;
- regular reporting including early morning reporting;
- scheduled uniform checks;
- being placed on report for behaviour monitoring.

Trustees expect LGBs to be specific in their local policy of the range of sanctions used in the specific school. ***Should a school seek to include a detention as a sanction it must comply with the guidance in Appendix A, even if this detention is for break or lunchtime.***

6.0 **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**
6.1 The ODBST culture consistently promotes high standards of behaviour and provides the necessary support to ensure that all pupils in the school, including pupils with SEND, so that everyone can feel that they belong in the school community and that high expectations are maintained for all pupils. The ODBST understands that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

6.2 Some behaviours are more likely to be associated with particular types of SEND. Behaviour will be considered in relation to a pupil's SEND, but will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion; this is a question of judgement for each school based on the facts of the situation.

6.3 Each school will manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of support being provided. In considering this, ODBST schools will refer to the Equality Act 2010.

6.4 The law requires each school to balance a number of duties which will have a bearing on our behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.
In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;

- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;

- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures include (but are not limited to) See appendix

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.
ODBST schools will consider whether any reasonable adjustments need to be made to the consequence in response to any disability the pupil may have. Each school will seek to try and understand the underlying cause of the behaviour and whether additional support is needed.

7. **Taking disciplinary action and providing appropriate support are not mutually exclusive actions.** They can and should occur at the same time if necessary. Each school must be clear about its approach and in which category any action falls, ensuring that any action complies with the law relating to each category.

7.1 Each school will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer harm. Where this might be the case, as set out in Part 1 of Keeping Children Safe in Education 2025 and thereafter , school staff will follow the Safeguarding and Child Protection Policy and speak to the Designated Lead: **Mel Nugent (Headteacher) and Mandy Robertson (Inclusion Manager)** They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.2 Alternative protective consequences can be considered on a case-by-case basis for any pupil where the individual school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

8. **Supporting pupils following a protective consequence**

Protective consequences should be accompanied with an educational consequence. These should help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children and those children otherwise working with social care;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate. Designated staff should be appropriately trained to deliver these interventions. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

9. **Removal**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided by a removal may differ from the mainstream curriculum but should remain meaningful to the pupil.

10.Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used. Managed moves should only occur when it is in the pupil's best interests and with parental consent.

11.**Working with other agencies**

11.1 Each school has a clear system in place to ensure that relevant members of staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level consequences or whose behaviour reflects a sudden change from previous patterns of behaviour. Examples of interventions individual schools will consider are :

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

- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- working with the MK Primary PRU/Milton Keynes Inclusion Team;
- Referral to CAHMS or other external medical support
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

11.2 Where a school has serious concerns about a pupil's behaviour, it will consider whether a multiagency assessment such as an early help assessment or statutory assessment that goes beyond the child's educational needs, is required (see guidance Working Together to Safeguard Children).

12. **Reintegration**
Each school has a clear strategy for reintegrating pupils who have been removed from the classroom, time spent in a pupil referral unit, in another setting offsite or following suspension. This may involve reintegration meetings between the school, pupils, parents and if relevant, other agencies. Each school will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

13. **Monitoring and evaluating school behaviour**
The ODBST has strong and effective systems for data capture, including all components of the behaviour culture. This is monitored and objectively analysed by skilled staff and reported back to Trustees and LGBs termly.
Each school has a clear and relevant curriculum in place that is taught effectively and that is subject to regular review.
The ODBST, centrally and within each school, collects data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to behaviour, system problems or failure to provide appropriate support.

14. **Policy review**
14.1 The ODBST behaviour policy will be reviewed regularly as part of the overall policy review.
14.2 This policy will be used by the Local Governing Body of each school to frame its local behaviour procedures.
14.3 This guidance will be reviewed on or before the following date: April 2028.

Appendix A - Specific Guidance

A. Power to use reasonable force refer to specific ODBST Use of Force Policy

B. Seclusion / isolation rooms

- Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see 3.4).
- Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.
- Parents should be consulted before isolation is used as a strategy.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

C. Detention

- ODBST is aware of the statutory powers for schools to include 'detention' outside school hours. It is not expected that ODBST primary schools will use after school detention as a consequence.
- With lunchtime or break time detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. This should be articulated clearly to the pupil and their parents in a such as way as is meaningful and understood by all parties.

Trustees are aware that teachers have a power to issue a detention[1] to pupils (aged under 18) but that LGBs would need to have made clear to pupils and parents that they use detention (particularly detention outside of school hours) as a consequence.

The LGB should be aware of the times outside normal school hours when detention can be given (the 'permitted day of detention'). These include:

a) any school day where the pupil does not have permission to be absent;
b) weekends - except the weekend preceding or following the half term break; and
c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

- The LGB should also be clear which members of staff are authorised by the Headteacher to place pupils in detention and the limits to this devolved authority.
- Parental consent is not required for detentions but parents should always be informed when this occurs after school hours. The ODBST would expect any procedure which uses detention to expect staff to act reasonably (see 3.4) when imposing a detention.
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
  - whether the detention is likely to put the pupil at risk;

[1] Section 90 of the Education and Inspections Act 2006

- whether the pupil has known caring responsibilities which mean that the detention is unreasonable;
- parents should be given notice before an after school detention and checks made to ensure that the pupil can get home safely; and

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Appendix B

Searching, screening and confiscation – Guidance for Headteachers, school staff and governing bodies. (September 2022).

The Department for Education has issued guidance to explain to schools their powers of screening and searching pupils. It explains the use of the power to search pupils without consent. It also explains the powers schools have to seize, confiscate and destroy items found during a search. It includes guidance for dealing with electronic devices and the files they may hold. Trustees are clear that this guidance forms a part of the Trust's Behaviour Policy and should be referred to in individual school's behaviour policies by the adoption of this annex. The full guidance is available here.

Searching

School staff can search a pupil for any item if the pupil agrees.[2]

Headteachers and staff authorised by them 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
- vaping and related vaping accessories
- 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.

[2] The ability to give consent may be influenced by the child's age or other factors

Staff are empowered to search if they have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. ODBST would expect that searching member of staff should be the same sex as the pupil being searched; and are clear for the protection of their employees, that there must be a witness (also a staff member). The limited exception to this is where you carry out a search of a pupil of the opposite sex to you and / or without a witness present, where the school reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately.

Items banned by the school's rules may be searched for under these powers if they have been identified in the school rules as an item that can be searched for.

Extent of searches

- You may not require the pupil to remove any clothing other than the outer clothing.
- "Outer clothing" means clothing that it not worn next to the skin or immediately over a garment that is being worn as underwear but outer clothing does include hats, shoes, boots, gloves and scarves.
- Possessions means any goods over which the pupil appears to have control; this includes desks, lockers and bags.

Confiscation

Schools' general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Where any article is reasonably suspected to be

- weapons or items which are evidence of an offence
- controlled drugs
- substances which are believed to be controlled drugs
- stolen items
- extreme or child pornography
- articles that have been (or are likely to be) used to commit an offence or to cause personal injury

must be passed to the police

Where a member of staff finds

- tobacco or cigarette papers
- vaping or vaping related accessories
- alcohol
- fireworks
- pornographic images, (unless they suspect that its possession constitutes a specified offence)

they may be retained and disposed of. They should not be returned to the pupil.

Guidance for dealing with electronic devices

Where an electronic device that is prohibited by the school rules is found and suspected it has been, or may be, used to commit an offence, cause personal injury or damage to property, staff may examine any data or files on the device. They may 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. There is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules.

Parents
The ODBST is not required to inform parents before a search takes place or to seek their consent to search their child.

Complaints
There is no legal requirement to make or keep a record of a search. Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. Complaints about screening or searching should be dealt with through the normal school complaints procedure

Appendix C: Christ the Sower Ecumenical Primary School local approach and information

Our Approach to Behaviour
At Christ the Sower, our approach to behaviour is **trauma-informed and attachment-aware**, with positive relationships, high expectations and clear, consistent boundaries at its heart. We want every child to feel safe, valued and supported, and to understand what is expected of them. We recognise that children's behaviour can be influenced by a range of factors, including their experiences, emotional needs, relationships, SEND and neurodiversity. We aim to understand what may be contributing to a child's behaviour whilst maintaining high expectations for everyone.
We believe that positive behaviour should be recognised, encouraged and rewarded. Our staff use praise, encouragement and rewards to reinforce good choices, positive attitudes and our school CARE values. We want children to understand what good behaviour looks like and to take pride in making the right choices. Equally, children need to understand that there are consequences when expectations are not met. These consequences are clear, predictable and consistently applied, whilst taking account of individual needs and circumstances.

Our **Behaviour Support Pathway** reflects our trauma-informed approach. It begins with connection and reminders, followed by guidance and supported choices. Where children become dysregulated, adults provide appropriate support to help them regain control of their emotions and behaviour. Once children are calm, we help them reflect on what has happened, understand the impact of their actions and repair relationships where needed. Appropriate consequences remain an important part of this process, helping children understand that their actions have an impact on themselves and others.

Being trauma-informed does not mean that behaviour is excused or that boundaries and consequences are removed. **All feelings are accepted, but unsafe, unkind or disruptive behaviour is not.** We recognise that some children will need additional support or reasonable adjustments to meet our expectations, but this does not mean that unacceptable behaviour is ignored. Our approach combines warmth, understanding and positive relationships with clear rules, rewards and consequences. Ultimately, we want children to develop the skills to manage their emotions, take responsibility for their actions and make positive choices, both in school and beyond.

Roles and responsibilities

Adults are expected to:
• Create a calm, purposeful and positive atmosphere with realistic expectations
• Provide a caring and effective learning environment
• Provide a clean, tidy and stimulating learning environment for the children, which will encourage them to respect and protect their own space.
• Encourage all pupils, whatever their ability, to achieve their full potential
• Encourage positive relationships based on mutual respect
• Provide a personalised approach to the specific behavioural needs of pupils, liaising with the SENDCO and outside agencies, including the PRU or alternative Provision as appropriate.

Adults in school have an important responsibility to model high standards of behaviour. It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored. It is the responsibility of the Headteacher to report upon the effectiveness of the Behaviour Policy as requested.

Pupils are expected to:
• Follow the school core values and class expectations
• Accept responsibility and the consequences of their actions
• Listen to and respond appropriately to what others say.
• Use appropriate language in all situations
• Be polite, courteous, and caring to each other, the school community and visitors.
• Use the surnames and titles of all adults in school including students and visitors.
• Respect and value each other and adults regardless of race, religion, gender or disability. Bullying or racial harassment will not be tolerated.
• Move quietly and sensibly around the school.
• Show respect and consideration for the school environment and help to keep the school and its surroundings tidy and clean.

At Christ the Sower, we believe that the partnership between parents and school is crucial. Parents have a key role to play in securing the appropriate behaviour of their child at school and expectations are laid out within this policy.
Parents are expected to:
• Support their child in adhering to and reinforcing the school values and the expectations of good behaviour;
• Ensure that their child fully understands the school values and class expectations and the consequences of not adhering to them;
• Inform the class teacher of any changes in circumstances which may affect their child's behaviour;
• Discuss any concerns with the class teacher promptly.

Where a pupil's behaviour continues to cause concern, the class teacher or Headteacher will arrange to meet with the parents of the child both to discuss their concerns and to agree strategies for achieving an improvement in the pupil's behaviour. Where necessary advice from appropriate outside professionals will be sought, e.g. Pupil referral unit, educational psychologist. Records of, and notes about, these meetings will be made by the staff involved either during the meeting and kept in the pupil's file.

Trauma informed behaviour support pathway

	Steps	Actions
1	Connection Reminder	A calm, private reminder of our shared expectations (choices, aspiration, reflection, engagement). The adult prioritises **connection first**, helping the child feel seen and understood. • Use warm tone, body language and name • Check in: *"I can see something's going on—how can I help?"* • Support the child to **feel safe enough to re-engage**
2	Attuned Guidance	A quiet, supportive conversation delivered privately wherever possible. The adult: • Notices and names the behaviour without judgement • Wonders about the child's feelings or needs • Offers clear guidance about what will help next Example: *"I can see this is tricky right now. Let's think together about what will help you make a good next choice."* Focus: **co-regulation and emotional safety, not compliance**
3	Supported Choice	A relational, respectful conversation offering a **final supported opportunity to re-engage**. • Offer **restricted choices** to restore a sense of control *("you could do this here or on the table outside the classroom")* • Remind the child of previous success (*"I've seen you do this before"*) • Keep language predictable and consistent Focus: **building competence and restoring agency**

4	Regulation Space	A short, supported break in a safe space. This is **co-regulation, not exclusion**: • Adult remains emotionally available • Child is supported to calm their nervous system • No shaming or isolation The aim is to: • reduce stress response • support regulation • prepare for reconnection
5	Repair & Reconnect	A restorative conversation once the child is regulated and ready. The adult supports the child to: • make sense of what happened (*"What was going on for you?"*) • understand impact on others • repair relationships safely • feel accepted and not defined by behaviour Focus: **"Misattunement & reattunement as a key attachment experience**
6	Enhanced Support	When behaviours indicate **greater unmet need or reduced sense of safety**, additional support is provided. Support from SLT maybe required where there are: • safety concerns • harm to others • significant dysregulation At this stage: • behaviour is understood as **communication of need** • response prioritises **support, not punishment** • staff maintain a **non-judgemental, curious stance** Senior staff ensure responses remain: • predictable • relational • proportionate This may include an **Individual Behaviour Plan** focused on increasing safety and attachment security.

7	Relational interventions	Some children may need **targeted attachment-based support over time**. This may include: • key adult / safe base support • emotion coaching approaches • structured check-ins and regulation support • Individual Behaviour Plan Developed collaboratively with: • class teacher • family • SENDCo • Inclusion Lead Focus: • strengthening **secure relationships** • increasing the child's sense of **belonging and trust** • building **self-regulation through co-regulation**

Our Behaviour Support Steps

Helping Everyone Feel Safe, Calm and Ready to Learn

1. 👋 Gentle Reminder *A grown-up will quietly help you remember what to do.*	*Sometimes we all need a little reminder.* 💬 ***"You can do this—I'm here to help."***
2. 💬 Let's Talk *You are not in trouble—we just want to help.*	If things are still tricky, we have a quiet chat. 💬 ***"Let's think about what might help you next."***
3. ✨ Good Choices Time *We help you make a good choice.*	You get a chance to turn things around. 💬 ***"You can do this or this—what feels best?"***
4. 🧘 Calm Down Time *This is NOT a punishment—it's to help you feel better.*	Sometimes our feelings get big—that's okay. 💬 ***"Let's take a little break to help you feel calm."***
5. 🤝 Fixing Things (Repair) *Everyone makes mistakes—we help each other move on.*	When you're ready, we talk things through. 💬 ***"How can we make things better?"***
6. 🆘 Extra Help *Grown-ups work together (and with your family) to support you.*	If things feel really hard or someone gets hurt, we give more support. 💬 ***"We're going to help you with this."***
7. 💪 Ongoing Support We make a plan to help you feel safe, happy, and successful.	Some children need extra help for a while—and that's okay. 💬 **"You're not alone—we'll figure this out together."**

🌈 Remember

- ***You are safe***
- ***You are important***
- ***Grown-ups are here to help, not judge***

We believe in you 💛

"Big feelings are okay—we help each other through them."

Our Behaviour Steps

1 Reminder	2 Let's Talk	3 Choices	4 Calm Time	5 Fix It
				

Remember

- *You are safe*
- *You are important*
- *Grown-ups are here to help*
- *We believe in you*

The ZONES of regulation

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help