



"Inspiring a love of lifelong learning"

Behaviour for Learning Policy

Policy date: July 2026

Review date: July 2028

Learning at Charville is underpinned by our Core Values

Respect
Independence
Self-belief
Honesty
Caring
Determination

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1. Scope

This Behaviour for Learning policy is used by all staff and applies to all children in the academy.

2. Aim

At Charville Academy we strive to provide a values-based environment where everyone in the school community feels safe, confident, valued and respected.

The primary aim of our Behaviour for Learning policy is to promote good behaviour for life which enables our pupils to succeed as individuals on their journey to adulthood and beyond. We have high expectations, good adult role models and a growth mindset culture that allows children to motivate themselves and strive for excellence.

This policy is designed to promote positive behaviour while outlining the sanctions that may be applied if misbehaviour occurs.

3. Values

Charville Academy's Core Values:

1. Respect
2. Independence
3. Self- Belief
4. Honesty
5. Caring
6. Determination

We are an enhanced values-based school that holds the above 6 core values at the heart of everything that we do. The school staff chose the core values, and these are discussed regularly with the children in relation to how they are reflected in their behaviour. Our values are prominently displayed around the school and promoted within the local community. The school talks about and promotes the values regularly in relation to all aspects of school life.

Supporting Values:

Pride	Precision	Altruism
Co-operation	Forgiveness	Challenge
Fairness	Integrity	Peace
Resilience	Courage	Ambition
Empathy	Justice	Patience
Dedication		

These supporting values are also promoted parallel to our core values.

4. Character Curriculum

The high expectations of behaviour, which underpin this policy are taught through our Character Curriculum which explicitly teaches pupils the social skills and behaviours expected at Charville Academy and the wider community. The Character Curriculum is underpinned by our values and will be taught alongside these during assemblies, this will then be followed up by all staff during the week. Learning within the curriculum progressive but is recapped each year to embed and reinforce the expected behaviours. The Character Curriculum establishes and supports the systems and routines that all staff follow with the children. As part of this curriculum, all classes will teach ten minutes of wellbeing/mindfulness a week. Teachers will role model this process and engage in wellbeing/mindfulness activities alongside the pupils.

5. Zones of Regulation

At Charville Academy we use the Zones of Regulation to help children understand, recognise and moderate their emotional responses which complements our values-based approach.

The zones of regulation are a whole school approach to help children manage their emotional literacy and understand their level of alertness for learning. Our zones of regulation will also be used to support pupils in reflecting on their behaviour and the choices they are making.

Individuals are impacted by different things and respond in different ways and the zones of regulation helps children and adults to recognise the changing emotions and associated feelings and behaviours. Use of the zones of regulation focuses on helping us recognise the changes in our emotions and helps us to regulate them and move to the optimal zone ready for learning.

6. Charville Expectations

At the centre of our behaviour system are our core expectations/rules based on the core values which aim to promote the supporting values and Character Curriculum and ensure good behaviour for learning.

As a school, we expect these positive behaviours to be shown in all areas.

- Respect and care for everyone and everything
- Believe in yourself and show determination
- Be independent and honest.

These expectations are displayed alongside the values in all learning areas.

6.1 Expectations of children

- Wear the appropriate full school uniform (including the tie)
- Greet everyone throughout the day
- Always walk quietly and calmly (including on the stairs)
- Walk silently to and from assembly
- Line up for all transitions (including when coming in from the playground) in line order

- Demonstrate our values in all work and play
- Engage with the Charville Academy Character Curriculum and use this teaching to improve their own behaviour
- Complete all work set for them, both in school and at home, to the best of their ability
- Use positive vocabulary
- Use the zones of regulation to talk about their emotions.
- Understand that all actions have consequences, accept consequences and learn from their mistakes.

If these expectations are not followed, any member of staff who witnesses misbehaviours should follow up with the child/ren immediately.

6.2 Expectations of staff

- Keep all children safe
- Be a role model of the values and Character Curriculum
- Greet individuals and refer to them by name where known
- Use positive praise
- Use the zones of regulation to support children in talking about their emotions
- Use the values and their definitions to support children's behavioural choices
- Always walk quietly and calmly (including on the stairs)
- Walk silently to and from assembly
- Not to shout at children
- Implement the behaviour plans of individual pupils
- For teachers to develop a line order which is used for transitions
- For all staff to consistently use the class' line order when they move around the school
- For teachers and covering TA's (if they are covering) to walk their children to and from the cloak room, playground, lunch hall, library and music studio
- Ensure all children walk around all areas of the school calmly and quietly
- Create clear classroom routines that are in-line with the policy but suit the needs of the pupils
- Make sure children are adequately supervised when entering the building after break times including on the stairs
- Monitor signs and symptoms of bullying and act accordingly
- Look out for peer pressure
- Address any inappropriate behaviour in line with this policy
- Record negative behaviour on the school behaviour log on CPOMs
- All classrooms to have a visual timetable that is presented to children daily.

If these expectations are not followed, SLT will address this with the member of staff concerned.

6.3 Expectations of Parents/ Carers

- Talk to all members of staff respectfully, especially in the presence of children
- Support the school when sanctions have been used to address misbehaviours
- Accept when their child has done something wrong and not undermine an adults decision in front of a child
- Encourage children to greet adults
- Promote positive behaviour at home in order to have continuity between home/ school

- Contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, they can be escalated further
- Contact the class teacher if they feel their child's behaviour, in or out of school, is impacting the child's emotional well-being and learning
- To understand our definition of bullying see page 15
- Monitor their child's online activity
- Adhere to the Parent/Carer Code of Conduct.

If these expectations are not followed, a member of the Senior Leadership Team (SLT) will follow up with the parents concerned.

6.4 Break and Lunch time Expectations

- Walk down the stairs, to the playground, quietly
- Wear a coat if it is cold or wet or an adult requests you do so
- Only fruit or vegetables should be eaten during break time
- Ask an adult before you go inside
- Be kind to your friends
- Inform an adult if any incidents occur
- Share the equipment
- Stop once the first whistle is blown
- Walk to your line once the second whistle is blown
- Tidy up any equipment that is played with
- Line up in line order and wait for your adult
- Walk back to class quietly.

6.5 Indoor Break and Lunch time Expectations

- Remain in your classroom or room that has been allocated
- Complete the activity that the adult has provided
- Ask an adult before you leave the classroom
- Be kind to your friends
- Inform an adult if any incidents occur
- Share the equipment
- Stop once the adult has informed you that playtime has ended
- Tidy up the classroom and ensure it is ready for learning.

6.6 Dining Hall Expectations

- Enter the dining hall in register order, calmly and quietly
- Line up behind the white line and wait for your tray to be called
- Greet all adults in the dining hall
- Say please and thank you when asking for and receiving items
- Walk around the dining hall at all times
- Put your hand up if you want an adults attention
- Ask for permission before starting dessert so the staff can check you have eaten enough
- Ask for permission to leave, when you have finished so the staff can check you have eaten enough
- Hot dinners to clean and empty their plates and trays, in the designated area

- Packed lunches to leave their rubbish and left over food in the lunch box so that parents can see what they have and haven't eaten
- When eating lunch, children should talk quietly and eat with minimal mess
- When leaving the dining hall, children should leave quietly and walk to the playground.

If these expectations are not followed, children may be asked to; wait for 5 minutes; tidy up unnecessary mess they have created; help to clean the tables. If Category 1-4 behaviour is displayed in the dining hall, behaviour steps will be followed.

7. Behaviour Steps

At Charville Academy, we recognise that actions have consequences, and it is our responsibility to ensure that our children understand this. Therefore, our behaviour policy reflects this. If a child displays positive behaviour, then a positive consequence will be given. However, if a child displays a misbehaviour, then a negative consequence (sanction) will be issued, in the hope that the child will learn from the consequence, and this will prevent the misbehaviour from occurring again.

Our behaviour steps escalate in line with the behaviour. To support both the teachers and pupils, there is a flow chart which outlines the adults who will be involved in each step.

The following table outlines the phases of behaviour at Charville Academy (not all individual behaviours are listed):

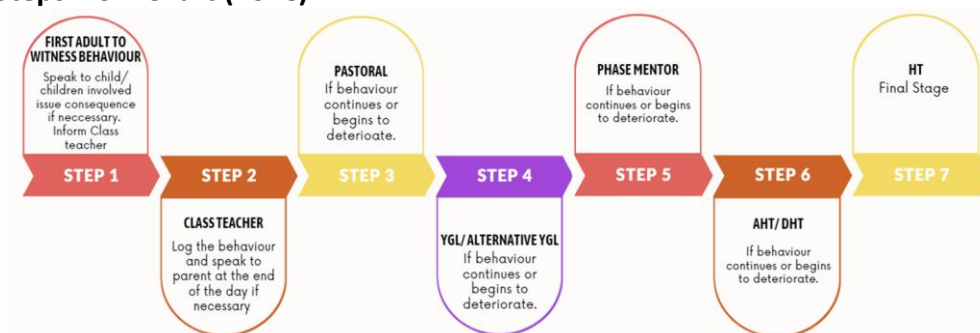
Positive behaviour	Misbehaviours			
	Category 1 (C1)	Category 2 (C2)	Category 3 (C3)	Category 4 (C4)
Showing the school values	Not showing the school Values	Name-calling/teasing	Persistent C1 or C2 misbehaviours	Persistent C3 misbehaviour
Following instructions	Calling out	Refusal to complete work	Persistently refusing/ignoring staff	Threatening/intimidating (pupils or staff)
Greeting everyone	Out of seat	Disrupting the whole class	Vandalism/graffiti (low cost)	Show/touch private parts or any other form of child-on-child sexual violence
Holding doors open for others	Distracting others	Deliberate use of feet to hurt (i.e. tripping)	Persistent refusal to follow instructions	Sexual harassment
Waiting for adults to go through the door.	Being slow to start or complete work.	Deliberate use of hands to hurt (i.e. poking, flicking)	Deliberate and chosen actions that affect learning	Discriminatory language (gender, sexuality, race, religion, ability, heritage)
Walking quietly	Work avoidance including moving around the room and unnecessary actions with resources	Running in school		
Using the Zone of regulations	Talking while a teacher is talking	Not following instructions		
Participating in activities				

Asking for help	Not completing classwork to a high standard	Refusal to line up	Using objects with the intent to hurt	Vandalism/graffiti (repair/replace)
Being inquisitive		Rude to an adult		Fighting
Learning from mistakes	Snatching or throwing to disrupt	Littering	Targeted/repeated name-calling/teasing	Disruption that stops learning continuously
Using their manners	Misusing equipment (no damage)	Pushing	Deliberate actions to upset	Running away/ around school
Completing their work to a high standard	Risky play (incl. play fighting)	Not stopping after being asked to stop	Swearing (reaction/to shock)	Risk to safety – own or others
Completing home learning	Not completing home learning (incl. reading records)	Deliberately entering a toilet cubicle when another child is present	Stealing (minor-taking another person's property that is readily available- i.e. off a table etc.)	Swearing (intimidate/threaten)
Reading regularly	Not taking responsibility for their actions		Leaving the classroom without permission	Bullying
Attending school daily and arriving punctually			Consistently not completing home learning	Stealing (major-taking another person's property after violating their privacy- i.e. going through their belongings or personal spaces etc.)
			Deliberate use of mouth to hurt (i.e. biting, spitting)	False accusations against staff
			Deliberate use of feet to hurt (i.e. kneeing, kicking)	Refusal to leave/ blocking doorways
			Deliberate use of hands to hurt (hitting, punching, smacking)	Open defiance to staff
			Deliberately hurting an adult	Derogatory language/behaviour towards staff
				Assault on staff
				Bringing/sharing prohibited items

				Attempting to leave the premises Intentional risk of/actual injury to others Using objects that have hurt someone
Consequences				
Non-Verbal praise Verbal praise Certificates (Values ambassador, reading, and Gold book/Merit) Positive slip at the end of the day House points	First occurrence • Verbal warning • Discussion with an adult about the behaviour and a choice of changing the behaviour or receiving a consequence Second occurrence • Child is given a second warning and a yellow card • Discussion with an adult about the behaviour and a choice of changing the behaviour and receiving their green card back or receiving a consequence Third occurrence • Child's final warning. They should be issued with a card and informed of the consequence(s). Children with a red card will receive at least 1 of these consequences,	A consequence • time spent in another classroom (YGL or PL) for the remainder of the lesson • Missed time at break time or lunch time with a reflection on the behaviour (<i>at the discretion of the staff</i>) • During reflection time, children will be provided with class work or a reading book. Parents informed via dojo, phone call or verbally Behaviour steps- Step 1- 4	A consequence • time spent in another classroom (YGL or PL) for the remainder of the lesson • Missed break time and time at lunch time with a reflection on the behaviour (<i>at the discretion of the staff</i>) • During reflection time, children will be provided with class work or a reading book. • Loss of extra curricular activities after school; E.g. sports, music or clubs) Pastoral team to inform parents via dojo, phone call or verbally. Behaviour steps- Step 1- 5	A member of SLT called (or pastoral, if SLT is not available) The child's parents informed via a phone call or face to face Child removed from the classroom for the rest of day - Internal Suspension Community service during break and lunch time Lunchtime timetable to be devised by class teacher and pastoral If behaviour warrants a suspension or exclusion, the decision will be made by a member of SLT. Behaviour steps- Step 1,2, 5-7

	depending on the frequency of the misbehaviour. - Missed break time with a reflection on the misbehaviour - Pastoral called and child removed from the class for 10-15 minutes If all of the above has been done and behaviour is repeated • Time out in the year group leader's classroom or an alternative year group leader's classroom Behaviour steps- Step 1- 4			
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Behaviour Steps Flow Chart (BSFC)



7.1 Positive Behaviours in the Nursery

In the Nursery, we will introduce the values and zones of regulation to the children. We will also start to introduce elements of the Character Curriculum to support the development of positive behaviours for learning. Positive behaviour will be noted through positive praise clearly identifying the behaviours observed for the child. Positive behaviours may be rewarded with a house point. Positive feedback will be shared with parents/ carers, verbally, where appropriate. Positive behaviours will be used to support the learning of the individual and their peers.

7.2 Positive Behaviours in School

At Charville we recognise and reward positive behaviour at all times. If children are seen to be following, showing or understanding the school values this will be acknowledged by a member of staff. Praise for making the right choices is the first and most important form of feedback. Children will also be awarded house points and certificates when they have consistently shown positive behaviours throughout school and in their learning.

If a reward is missed for any reason, this will carry over to the next appropriate opportunity as deemed by the school. However, this is not applicable for multi-days or organised events.

Values Ambassador of the Week

Weekly, a child from each class is selected to receive a values certificate if they have demonstrated the value of the month. The children chosen will have the opportunity to wear their own clothes and to attend the next Headteacher's Tea Party.

House points

Children will receive house points when they display positive behaviours. These house points will be collected weekly, by house captains and displayed in the house point collector. At the end of each half term the house points will be totalled and the house with the most points will receive a team reward.

The following are the school house names:

- Kingshill House
- Bury House
- Grosvenor House
- Langdale House

House captains will work alongside house leaders (members of staff) to promote good behaviour and encourage pupils to earn house points and work collaboratively.

Parental Communication

We will attempt to communicate positive behaviours with parents at the end of the day where behaviour has been exemplary or a child has made significant personal improvement.

7.3 Negative Behaviours in the Nursery

We recognise that when our children start Nursery, for many of them it is a new experience. We aim to support the children to develop behaviours for learning to enable them to be successful when they start school.

Misbehaviours will be clearly identified for the child and used as an opportunity for learning and development. Where misbehaviours are serious or repeated the child will be given a timeout within the nursery setting.

C3 and C4 misbehaviours will be noted on the behaviour log and shared with the parents/carers at the end of the session. Where these misbehaviours are repeated, a meeting will be arranged between the parents/carers, key worker, nursery teacher and EYFS lead to discuss the misbehaviours and identify potential reasons to enable action to be taken to address any difficulties and support behaviour for learning. These meetings will be documented on CPOMs.

Where appropriate, a behaviour plan will be developed and/or a team around the child (TAC) meeting involving the SENCO will be implemented to allow clear liaison between the parents/carers and all professionals involved in supporting the child.

7.4 Negative Behaviours in School

At Charville Academy, we will not tolerate negative behaviour which impacts the learning and/or safety of those within our school community. Incidents of misbehaviours will be dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the children involved.

Consequences

A traffic light/ card system will be used to support good behaviour for learning. In each classroom, the behaviour steps will be displayed and will be explained to the children outlining the steps that will take place if inappropriate behaviour occurs. All children will start with a green card. If a child displays a misbehaviour, they will be given a yellow card. If they continue to display misbehaviour, they will be issued a red card. Any child that receives a red card will receive a consequence. At Charville Academy, our behaviour approach is proactive. Therefore, if a child is able to correct their misbehaviour before it escalates to red, they are able to earn their green card back. Following the issuing of a sanction, all pupils will receive support. This could take the form of a targeted discussion with the pupils or phone call with parents/ carers.

If a sanction is missed for any reason, this will carry over to the next appropriate opportunity as deemed by the school.

All sanctions will be given on a case-by-case basis.

Category 1 (C1)

- If a child is misbehaving, they will receive a verbal warning and an opportunity to rectify this
- If they exhibit the same misbehaviour or another misbehaviour, they will be given a yellow card

- If they have a yellow card and the misbehaviour continues, they will be issued with a red card and removed from the classroom by pastoral or they will be sent to another class within the year group or phase, with work to complete
- If this occurs, the misbehaviour should be recorded on the behaviour log along with any consequence they received as a result
- Class teachers will be made aware of any consequences children receive. If the class teacher sees a pattern, then a meeting will be arranged with the parents and the Pastoral team to discuss the repeated behaviours and identify potential reasons so that appropriate action can be taken to address any difficulties and support positive behaviour for learning. These meetings will be documented on CPOMs
- Pastoral team to monitor if children are in regular receipt of class-based consequences.

In Reception, the child will be given an immediate time out rather than losing a break time.

Category 2 (C2)

- If a child exhibits C2 misbehaviours, they will be sent immediately to a YGL with work to complete. This behaviour will be discussed with YGL
- Where the child has been to a YGL more than 3 times in a two-week period a meeting/phone call will be arranged with the parents to discuss the misbehaviour(s). The Phase Leader will also be informed.

Category 3/4 (C3/ C4)

- If a child exhibits C3 behaviours they will be sent to either a YGL, Pastoral, Assistant Head Teacher (AHT), Deputy Head Teacher (DHT) or the Head Teacher (HT), with work to complete
- If a child exhibits C4 misbehaviours, they will be sent immediately to the Assistant Head Teacher (AHT), Deputy Head Teacher (DHT) or the Head Teacher (HT), with work to complete. If they are not available, the child will be sent to the Learning Mentor under the same conditions
- When an incident has taken place, Pastoral/SLT will arrange a phone call/meeting with the parent/carers to discuss the misbehaviour(s) and identify potential reasons to enable action to be taken to address any difficulties and support behaviour for learning. These meetings will be documented on CPOMs
- Where misbehaviours continue, an individual behaviour plan will be developed in liaison with the SENCO/Class teacher.

Parental Communication

If a child displays any misbehaviour, a parent or carer will be informed verbally after school, at the discretion of the teacher. If the child displays C4 misbehaviours, then a parent/ carer will be spoken to face-to-face at the end of the school day or receive a phone call from a member of staff to explain the situation and the sanctions that have been put in place.

If parents or carers are concerned about their child's behaviour, they should speak to the class teacher after school or message them on ClassDojo.

7.5 Bullying

Bullying is defined as the repetitive, intentional harming of one person or a group by another person or group.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Name-calling, Sarcasm, spreading rumours, teasing

Details of the Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy.



As a School, this image will be used to support everyone's understanding of bullying.

The Acronym stop stands for:

- Several
- Times
- On
- Purpose.

For incidents to be approached as bullying, all of the above must be proved.

7.6 Racist incidents

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

A racist incident is defined as any incident which is perceived to be racist by the victim or any other person. At Charville Academy, we do not condone racist incidents and each incident will be dealt with on a case-by-case basis.

If a racist incident has occurred, a member of staff will investigate the incident aiming to understand the context. Once the context has been determined, the incident will be considered either deliberate/ malicious or due to a lack of understanding. Regardless of the context, all pupils involved will be educated. A member of the Pastoral Team or SLT will then determine a consequence. Once the incident has been dealt with, it will be recorded on the school behaviour log.

7.7 Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, Charville Academy will follow the general safeguarding principles set out in [Keeping Children Safe In Education \(KCSIE\)](#) - especially Part 5. The designated safeguarding lead will be the first point of contact for advice on the school's response to these incidents. Each incident will be considered on a case-by-case basis. If a report of sexual abuse or harassment is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it in line with our C4 misbehaviours.

8. Searching and confiscations

At Charville Academy, we have a duty of care to all pupils in our school. This means we balance the need to safeguard all pupils by confiscating harmful, illegal or disruptive items. We also safeguard the needs and wellbeing of pupils suspected of possessing these items.

8.1 Searches

Staff members have the power to search pupils for any item if the pupil agrees.

Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited item or banned item, regardless of whether the pupil agrees.

Prior to the start of a search, a member of staff will inform the child of the reason they need to be searched. They will explain where the search will happen and give them the opportunity to ask questions about it. Once the reason has been established consent will be sought from the child. If consent is given, the child will be searched by the authorised member of staff with another member of staff present for safeguarding purposes.

If consent has not been gained but a member of staff has 'reasonable grounds' to suspect that the pupil may have prohibited or banned items, then a search will be conducted by an authorised member of staff with another member of staff present

By law, the search must and will be carried out by an authorised member of staff that is of the same sex as the pupil being searched. The other member of staff present as a witness to the search does not need to be of the same sex as the pupil.

All searches will be conducted in an appropriate location that offers privacy from other pupils. Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. This includes things such as: gloves, scarves and shoes. Outer clothing that is worn for religious reasons can be removed but will be done so in a sensitive way that respects religious practices.

Strip searches are not allowed to be carried out by school staff, including the head teacher and authorised staff. Only police officers, who have been asked to come to school, can decide whether a strip search is necessary and only they can carry this out. Police will only be called if the school has exhausted other approaches and carefully weighed up the risks to the pupils mental and physical wellbeing. In the rare case that this may be needed, where reasonably possible, parents will be informed that a strip search will happen. An appropriate adult (a member of SLT) will be present during the search and the parents will be informed after it has been carried out.

Authorised staff can search trays, desks and bags in the presence of the pupil and another member of staff. All drawers are allocated at the start of the year on the condition that they consent to having these searched if necessary.

Authorised staff members may examine any data or files on an electronic device that they confiscate, if they have good reason to do so. There must be a reasonable suspicion that the device has (or could be used to):

- cause harm
- undermine the safe environment of the school or disrupt teaching
- commit an offence.

This list is not exhaustive.

Any search that has been conducted will be logged on the school's behaviour log and the parents informed whether or not any items were found and/or confiscated.

- Recording:
 - The date, time and location of the search
 - Which pupil was searched
 - Who conducted the search and any other adults or pupils present
 - What was being searched for
 - The reason for searching
 - What items, if any, were found
 - What follow-up action was taken as a consequence of the search.

Reasonable grounds could include:

- Heard the pupil or other pupils talking about an item
- Been told directly of an item
- Seen an item
- Noticed a pupil behaving in a way that causes you to suspect they are concealing an item
- If the pupil is identified as having a prohibited item on/in their possession other searches may be undertaken.

Prohibited and banned items:

- Knives or weapons
- Alcohol
- Drugs/ medication
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Inappropriate images
- Any material that could be deemed offensive by members of the school community
- Any article that a member of staff reasonably suspects has been or is likely to be, used to:
 - commit an offence
 - cause personal injury (including to the pupil) or damage to property
- Tools (screws)
- Lighter or matches
- Cleaning products.

This list is not exhaustive.

Members of staff allowed to search

- Headteacher
- Deputy Head Teachers
- Assistant Head Teachers
- Any other member of staff who has prior consent of one of the above members of staff.

8.2 Confiscating

All staff members at Charville academy are authorised to confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is a prohibited or banned item
- Is evidence in relation to an offence
- Is distracting them or others from their learning
- Believed to have been brought into school, from home, without permission (tv remote, jewellery etc).

Items that have been confiscated, depending on what they are, will be dealt with appropriately.

Confiscated outcome	What will be done to the item
electronic devices (phones, ipads, laptops	delivered to the police or returned to the

etc)	parent
prescription drugs	returned to the parent at the end of the day
controlled drugs or substances you suspect are controlled drugs or could be harmful	delivered to the police
Alcohol	disposed of as appropriate
tobacco or cigarette papers	disposed of as appropriate
Fireworks	disposed of as appropriate
stolen items	delivered to the police, returned to the owner or disposed of if there is a good reason to do so
weapons or items which are evidence of a suspected offence	deliver to the police as soon as possible
items that have been (or are likely to be) used to cause injury or property damage	delivered to the police, returned to the parent or disposed of if there is a good reason to do so
inappropriate material	retained during any appropriate investigation and then disposed of
pornographic material that you suspect constitutes a specific offence	delivered to the police
tools	returned to parent at the end of the day
items from home that shouldn't be in school	returned to parent at the end of the day

In cases where there are multiple options, professional judgement will be used in consideration of:

- the value of the item
- whether returning the item to the owner may place someone at risk of harm or disrupt learning
- whether it's appropriate to return the item
- whether the item can be practically and safely disposed of.

9. Suspensions and Exclusions

Suspensions and exclusions will be used when the above approaches to behaviour management have been exhausted. They will be used as a clear signal of what is unacceptable behaviour (High level misbehaviour in the table above). Suspensions and exclusions are a last resort and will be used

to ensure that other pupils and members of staff are protected from disruption and can learn and work in a safe, calm, and supportive environment.

At Charville Academy we follow the Department for Education - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) guidance.

Internal Suspensions

An internal suspension is a temporary behaviour management tool. They will occur if the behaviour is listed in Category 4 misbehaviours. If a different incident is deemed as being serious enough, the child may be given an internal suspension. This is a period of time when the child completes tasks and has playtime/lunch in isolation. This is fully supervised by a member of the Pastoral Team or SLT and all work is supplied by the class teacher.

Suspensions (External)

If the misbehaviour is persistent or dangerous then a suspension may be needed. This suspension means the child is temporarily removed from the school premises for a number of days (misbehaviour dependent). During the first five days of a school suspension, work will be set and marked. It is an expectation that the work is completed to a high standard, even though the child is not at school. A pupil cannot be suspended for more than 45 days in the school year. These do not have to be consecutive days.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Exclusion (permanent)

A child is at risk of exclusion when the following behaviours are demonstrated:

- Inappropriate use of social media and online cyber bullying
- Abuse towards another due to their sexual orientation and gender identity
- Abuse towards another relating to their disability
- Threatening behaviour inclusive of the use of a weapon or prohibited item.

If the child has had a number of suspensions and they have been unable to modify their behaviour, the child will be at risk of exclusion. An exclusion is permanent. The child is no longer allowed to attend the school. The local authority must arrange full-time education from the sixth school day.

Anyone found in possession of a form of knife or blade with the intent of causing harm will be permanently excluded.

Where a child is identified to be at risk of repeated suspensions or permanent exclusion a Team Around the Child (TAC) or Pastoral Support Plan (PSP) will be implemented to provide the opportunity for interagency working alongside the parents/carers to identify how to best support

the child's behaviours alongside their learning goals. With the agreement of parents/carers, a referral will also be made to the Behaviour Support Team (BST) to seek external support with regards to the behaviours seen and strategies to support the child in accessing the school environment and learning.

The decision to permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

10. Other agency support for continuous disruptive behaviour

If a pupil displays continuous disruptive behaviour, then other agencies will be used to try and support the pupil.

At Charville Academy, we work alongside a range of professionals from the local authority in order to support pupils presenting with challenging behaviours in school and their families.

These include:

- Behaviour support team (BST)
- Educational psychologist (EP)
- Speech and Language Therapist (SALT)
- SEND Advisory Service (SAS)
- SENDIASS
- Key-Working Services
- CAMHS
- CDC
- Social Care.

Use of these organisations will be considered on an individual basis dependent on the needs of the individual pupils. With parental consent, further support may be sought from these agencies in order to identify any underlying needs which could impact on the individual's behaviour.

11. Restrictive interventions, including the use of reasonable force

At Charville Academy, we aim to create a safe, secure and supportive environment for all our pupils, staff and visitors. We follow the DfE guidance on [‘Restrictive interventions, including use of reasonable force, in schools’](#). Further to this we aim to minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies.

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses ‘restrictive interventions’ as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others

- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight.

Reasonable force refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others .

Restraint is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others.
- Removing a pupil's crutches

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

School staff will always try to avoid acting in a way that might cause injury but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of school staff have a legal power to use reasonable force (See above). This power can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In Charville Academy, force will only be used for two main purposes - to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances.

11.1 When might reasonable force be used?

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil from behaving in a way that disrupts a school event, trip, visit or lesson
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil/s, or to stop a fight in the playground
- to restrain a pupil at risk of harming themselves or others through physical outbursts.

At Charville Academy, force will never be used as a punishment. Using force as a punishment is unlawful.

Reasonable adjustments will be made for pupils with special education needs and disabilities (SEND).

12. Misbehaviour outside of Charville Academy and online

Schools have the power to sanction pupils for misbehaving outside of the school premises. At Charville Academy, pupils will only be sanctioned for behaviours that occur outside of school if the child is in their school uniform (or is identifiable as a pupil at the school) when the misbehaviour occurred; if the misbehaviour is witnessed by a staff member or reported to the school; the misbehaviour that has occurred outside of school comprises safeguarding (i.e bullying or poses a threat to another pupil) or any incidents that are then continued in school.

Any sanctions for misbehaviour that have occurred outside of school will be made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff from the school.

13. Pupils with additional needs

This policy aims to promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. However, as an inclusive school, we welcome pupils with a range of differences. Some of these differences mean that we have to adapt our consequences to ensure that they suit the needs of our pupils. For this reason, the policy will be adapted (where appropriate) based on the needs of the children, particularly those on the SEND register. The identified children will have an adapted set of consequences, after a discussion with the adults around the child (class teacher, SENDCO, SRP teacher etc.). The adaptations will be documented and all adults will be made aware. Category 1-3 will have the adaptation. Behaviour that is displayed in our C4 category will be discussed with a member of SLT to decide if the adapted consequence is appropriate.

All adaptations will be made in conjunction with a member of the SLT, the Inclusion Manager, SENCO or SRP Teacher and where misbehaviour is persistent, an individual behaviour plan will clearly identify the systems in place for the pupil.

All sanctions will be given on a case-by-case basis.

14. Mobile Phones

At Charville Academy we comply with the DfE statutory guidance '[Mobile phones in schools](#)'. Use of mobile phones in school is covered in the Electronic Device Policy.

15. Equal Opportunities

Charville Academy is committed to promoting an inclusive, respectful and safe learning environment where all pupils are treated fairly and with dignity. Expectations for behaviour apply consistently to all pupils and are implemented in a way that is fair, proportionate and free from unlawful discrimination.

This Behaviour Policy should be read alongside the Academy's Equality Policy. In applying this policy, the Academy will have due regard to its duties under the Equality Act 2010 and will take account of the individual needs of pupils, including those with disabilities and special educational needs and disabilities (SEND), making reasonable adjustments where appropriate.

Staff will consider whether a pupil's behaviour may be influenced by factors such as a disability, special educational needs, protected characteristics or other identified vulnerabilities. Responses to behaviour will be proportionate, supportive and, where appropriate, adapted to meet individual needs while maintaining high expectations for all pupils.

Charville Academy is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations across the school community. All behaviour incidents will be managed fairly, consistently and in accordance with the Equality Policy and relevant statutory guidance.

16. Policy Review

This policy will be reviewed by the Academy Governing Board every two years.

17. Related Policies

- Anti-bullying Policy
- Suspension and Exclusion Policy
- Assessment, Learning and Teaching
- Inclusion Policy
- SEND Policy
- Equalities Policy
- Parent/Carer Code of Conduct
- Electronic Device Policy

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Approved by: FGB

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