



Behaviour in School Policy

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Title	Behaviour in Schools Policy
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<p>Peel Hall Primary School has a number of policies which are adopted to ensure an equitable and consistent delivery of provision.</p> <p>Within our policies reference to:</p> <ul style="list-style-type: none">• Governing Body/Governors relate to the members of the Local Governing Body representing the IEB.• School includes a reference to school or academy unless otherwise stated. <p>Headteacher includes a reference to Headteacher, Principal or Head of School of a school.</p>	

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1. Behaviour Management Policy

Section 89 of the Education and Inspections Act 2006 for maintained schools, and the Independent Schools Standards Regulations 2010 for Academies and Free Schools stipulate that all schools must have a behaviour policy. It is the responsibility of the governing body, in consultation with the Headteacher, school staff, parents and pupils, to establish the general principles underpinning the behaviour policy.

2. Introduction

At Peel Hall Primary School we have high expectations of all pupils' behaviour. Behaviour is everyone's responsibility. Children become part of a friendly, cooperative environment where there is an atmosphere of mutual respect and trust. Every child is made to feel they have a vitally important role to play in the life of the school where their achievements are recognised and acknowledged. Behaviour management is seen as an integral part of the curriculum that teaches social skills to all children. This policy deals with the majority of the children at Peel Hall Primary School. A small number of pupils may need an additional Individual Behaviour Plan or Pastoral Support Plan to help them succeed in school.

The policy applies where pupils are on the school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

The policy also applies in circumstances where pupils are not on the premises of the school or when they are not under the control of an authorised person such as travelling to or from the school or a school event (such as a sporting fixture), walking to or from the school or a school event in the school's community and identifiable as a pupil at Peel Hall Primary School.

The school's expectation is that when 'off premises' all pupils should conduct themselves in an appropriate, responsible and considerate manner. Anti-social behaviour in the community will not be tolerated.

The policy also applies where a pupil's behaviour outside the school has an impact or is likely to have an impact on the orderliness of the school's learning environment (either directly or indirectly). Examples of this are:

- Involvement in community based anti-social behaviour which may cause offence / has caused offence to others and which may / has led to conflict
- Posting of electronic messages online (e.g., via Facebook, Twitter or by Text or Email) which may cause offence / has caused offence to others and which may / has led to conflict
- Bringing the school into disrepute or acting in a manner which is likely to bring the school into disrepute by acting in a disorderly or anti-social manner and being identifiable as a member of the school community either through the wearing of the school uniform, through the wearing or display of the school logo or through being known by 'common association' with the school within the community.

The sanctions for behaviours where pupils are not on the school premises will be proportionate with those outlined in this policy for misbehaviour whilst in the school.

3. Principles / Ethos

At Peel Hall Primary School we build positive relationships with pupils, parents and colleagues by providing a safe, caring, learning environment where we treat each other with respect, understanding and dignity. We believe that every pupil has the right to learn, free from disruption. We understand that the quality of relationships and school climate are absolutely critical to successful student learning;

We seek to establish strong meaning and connection for students, families and staff in social and academic contexts;

Implement principles of mutual respect and encouragement;

Focus on long term solutions at individual, class and school wide levels;

View mistakes as opportunities to learn and misbehaviour as opportunities to practice critical life skills.

4. Aims and Objectives

- To ensure the safety and well-being of every member of the school community;
- To ensure all members of the school community are valued;
- To protect the school environment;
- To teach pupils to have self-control and take responsibility for their actions;
- To teach pupils that actions and choices have consequences;
- To encourage parents to work in partnership with the school;
- To equip every child with the values and skills (social, emotional, physical and academic) they will need to meet the challenge of being a 21st century citizen;
- To work collaboratively as a staff, sharing skills and ideas for managing pupils' behaviour;
- To maximise the effectiveness of the curriculum and individual learning for every child.

The school therefore provides an environment in which pupils are encouraged to:

- Show self-discipline and self-control;
- Develop strong self-esteem;
- Take ownership and accountability for their behaviour; Have the right to learn;
- Be independent; Cooperate in learning; Be honest;
- Recognise, share and celebrate their own achievements and those of others; and Be confident to talk to an adult about any concerns.

The whole school works together to create a positive atmosphere, a sense of community and shared values.

5. Expectations

Children learn to behave by following positive role models. Children and staff at Peel Hall Primary School treat each other with respect, speak to each other politely and respect each other's right to be different. No one should deliberately set out to make another person feel uncomfortable or unhappy.

Peel Hall Primary School believe that it is particularly important to involve pupils, parents and staff in developing expectations to ensure that they reflect the views of the entire school community. Expectations are discussed regularly in lessons, staff meetings and during parent behaviour training.

School Rules

- We show RESPECT to everyone.
- We are kind and helpful
- We work hard
- We look after property
- We listen
- We are honest

RESPECT

Developing pupils' **emotional intelligence** helps them to recognise and manage their emotions, and the emotions of other people, both individually and in groups. Research has shown that people with higher levels of emotional intelligence enjoy more satisfying and successful careers and relationships. (Goleman *et al* 1995) If we think about ways to enhance our emotional intelligence we are likely to become more interesting people, and increase our self-esteem.

We develop emotional intelligence through teaching:

- Resilience
- Empathy
- Self-Awareness
- Positivity
- Excellence
- Communication
- Team Work

We work with children, parents, governors and colleagues to develop emotional intelligence, as part of a child's character, through a range of activities and projects. The provision uses a range of evidence based strategies to develop the emotional intelligence of the children who attend, with a goal to support children accessing the main stream learning through improved understanding of their emotions.

6. How do we achieve to this?

Research shows that experiences drive feelings and feelings drive behaviour. With this in mind, staff focus on the feelings and experiences of the child that led to their behaviour. By exploring

the experiences and feelings we believe that we can teach the child alternative behaviours and give them strategies that they can use for the rest of their life.

7. Peel Hall Learning Habits

Our Peel Hall Learning Habits help ensure pupils are given the guidance, environment and opportunity to meet our high expectations of behaviour. These learning habits help pupils how to succeed in all areas of school life.

Peel Hall Learning Habit 1: Punctuality and attendance

We want to ensure every student has the best start to their day therefore we insist on punctuality to school. Every student must arrive in school by 8:45am.

Peel Hall Learning Habit 2: Perfect uniform

We will insist on pupils wearing a uniform. This is because we want children at the Peel Hall Primary School to be proud. Evidence suggests that perfect uniform has a positive impact on behaviour and learning.

Peel Hall Learning Habit 3: Homework and Deadlines

Reading every day, times tables with parents/carers and other activities to help their children remember key knowledge where appropriate. The Reading Record should be signed daily by parents. We insist that homework is completed on time, to a high standard, neatly and with pride.

Peel Hall Learning Habit 4: Positive response

Pupils are expected to respond positively to all members of staff and their peers. We all make mistakes and pupils are encouraged and supported to check themselves, make a positive choice and correct their behaviour.

Peel Hall Learning Habit 5: Orderly environment

Pupils have a right to learn. They learn best in an ordered, calm environment that is free from interruption. This enables pupils working memory to remain focused upon their learning.

Peel Hall Learning Habit 6: On-task behaviour

We will insist on focused learning in class. When a teacher has carefully planned a lesson and other pupils are trying hard, it would be unfair for a child to cause a distraction from learning for themselves or others.

8. Rewards and Sanctions

Rewards and sanctions at Peel Hall Primary School play an important part in teaching children how to control their own behaviour. At Peel Hall Primary School we understand that people are driven by extrinsic and intrinsic motivation. We use Star of the week as extrinsic motivation. Star of the week is rewarded to the pupil who the teacher feels has made the most positive contribution to the class and/or made the most effort to promote our school principles and ethos. Each week a certificate is given to the mathematician of the week and the writer of the week in each class. This is to reward effort above and beyond our normal high expectations. At Peel Hall Primary School we believe that intrinsic motivation plays a much greater role in the development of children. Staff at Peel Hall Primary School encourage intrinsic motivation by making children feel good about doing the right thing, this might take the form of a thumbs up, a smile or a simple well done. We promote good behaviour, self-discipline and respect by teaching children how to behave rather than using sanctions for control.

Negative behaviour is managed through post incident learning where staff teach children how to manage their own behaviour. Staff explore the following three areas during post incident learning:

- What happened?
- How it made the pupil feel?
- What the pupil can do the next time they feel that way?

To uphold the highest standards of behaviour, Peel Hall Primary does not tolerate disruption to learning or defiance; these behaviours can compromise the learning of other students or compromise the safety of students and staff. Pupils therefore have a responsibility to ensure that they conduct themselves in a safe and compliant manner that allows themselves and other pupils to be both safe and able to learn.

Extrinsic Motivation

Where intrinsic motivation is not embedded, extrinsic motivation may be used in the form of personalised reward charts. The reward chart should be carefully structured where pupils can earn points for making good choices. The points systems used should have a mechanism to ween children off them.

Anti-Bullying

At Peel Hall Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is not tolerated at our school. If bullying does occur, all pupils should be able to speak out and know that incidents will be dealt with promptly and effectively. More detail is outlined in our school's Anti Bullying Policy.

Positive consequences

At Peel Hall Primary School we expect positive behaviour to be the norm. We encourage this by;

- Being consistent and making our expectations clear;
- Acknowledging the children when they behave well or set an outstanding example to others;
- Letting parents know how well their child/ren is/are doing;
- Sending home postcards;
- Giving the children responsible and interesting jobs to do around school;
- Reminding them of correct behaviour, rights and responsibilities;
- Sharing their achievements with the whole school in the celebration assembly;
- Providing the opportunity for pupils to have lunch with the class teacher;
- In class reward systems (only if required and only in prior agreement with the Headteacher in line with the school ethos)

Negative Consequences

At Peel Hall Primary School we deal with all incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs. We identify vulnerable children in advance and use proactive strategies to identify/remove barriers that may make it difficult for them to follow and understand particular school rules and procedures. We plan how to overcome these barriers, working with all staff and the parents of the child.

We understand that negative behaviour management strategies such as punishments for behaviour drive negative feelings that can often drive more negative behaviour and do little to create positive relationships.

Our priority is to teach pupils how to control their own behaviour rather than aim to control individuals through fear of punishment. We teach self-control at Peel Hall Primary School via the use of logical consequences (consequences that teach a more appropriate behaviour). When a pupil disrupts learning or behaves inappropriately at Peel Hall Primary School, there are consequences for those actions. The level of sanction relates very much to the specifics of the incident. It is essential that all staff are consistent in following through on sanctions and that the system is used consistently and fairly.

In the event that a child makes the wrong behaviour choices, it is the responsibility of staff to support them in making positive ones. The child will be given a warning as a chance to correct their behaviour before being given a negative consequence. Some examples of negative consequences may include:

- Verbal reminder
- Verbal reprimand
- Missing part of play time / lunchtime to make up for lost learning time

Sanctions given for the following	Immediate referral to SLT	Immediate referral SLT -
<ul style="list-style-type: none"> • Low-level disruption • Calling out • Off-task chatter • Talking over a teacher • Distracting others • Bickering or unkindness • Rudeness • Physical contact • Refusal to follow instructions • Shouting • Refusal to work • Leaving seat without permission • Eating in class • Swinging on chair • Turning around on seat • Failing to sit up straight and pay attention • Head on the desk or in your arms • Not facing the speaker • Not completing independent work in line with school expectations. • Empathy to learning e.g.: daydreaming • Anything that slows down learning 	<ul style="list-style-type: none"> • Arguing with or undermining staff • Play fighting during social time • Throwing an object • Receiving a second sanction in a lesson • Anything that slows down learning 	<ul style="list-style-type: none"> • Truancy on or off-site • Fighting • Intimidating/obstructing/ manhandling/ swearing at staff • Violence/threats of violence/sexual harassment • Highly disruptive behaviour • Bullying including racist, homophobic or cyber-bullying incidents • Damaging equipment or property • Vandalism • Defiance e.g., saying no • Treating others in a disrespectful manner <p>Any other behaviours adjudged to be “high level” by the Headteacher / Senior Leadership Team</p>

Racist incidents

All members of the school community (staff, children, parents and visitors) have a right not to experience racism at school, whether or not this is directed at them. Peel Hall Primary School values all children and seeks to ensure that they learn that challenging hurtful behaviour and discrimination is an important part of our inclusive ethos and is central to our role in promoting British values to prepare children for life in modern British society.

At Peel Hall Primary School we work actively:

- to develop a climate which is intolerant to racism
- to ensure an atmosphere in which all pupils feel valued and listened to and have
- confidence that their concerns will be addressed

Children are taught about racism, that it is unacceptable and that it diminishes us all. As a school we aim to recognise, value and celebrate our diversity by ensuring that:

- all children have an equal and strong sense of belonging within our diverse school community
- there are few racist incidents and these are dealt with effectively
- children from different ethnic, faith and cultural backgrounds mix and get on well with each other

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred. In investigating any incident as defined above the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion.

In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger children may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Children may also suspect the motives and intent of other children when perfectly acceptable language is being used.

Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents may include (but is not exhaustive to):

- Threatened or actual physical assault
- Verbal abuse
- Racist graffiti (on school furniture, walls or books)
- Distributing racist literature – including internet links

- Wearing of badges or symbols belonging to known racist organisation
- Name calling
- Teasing in relation to language, religion or cultural background
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation
- Isolation and spreading of rumours
- Inappropriate and hurtful humour

Homophobic Incidents

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

Our school recognises and nurtures the identity of children of all sexual orientation and gender identity. Peel Hall Primary School strives to develop positive anti-homophobic, anti-biphobic or anti-transphobic language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that no harassment will be tolerated. We are proactive in celebrating achievements, both of individuals and groups of all sexual orientations and gender identities. All of our children need to positively value all sexual orientations and identities and through appropriate PSHE lessons, school assemblies and the wider curriculum, pupils will be shown that homophobia, biphobia and transphobia, in any form, is unacceptable.

If any homophobic, biphobic or transphobic incidences take place staff will deal with the issue immediately. This might also involve counselling and support for the victim, and opportunities to educate the offender. Time is spent talking to the child who carried out the homophobic incident, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is involved in homophobic, biphobic or transphobic incidences repeatedly, we then invite the child's parents/carers in to discuss the situation. We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Children must feel safe as well as being safe. It is essential that work to address issues of homophobia, biphobia and transphobia; and equality should take place at every opportunity through the taught curriculum.

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable and will not be tolerated at Peel Hall Primary School. Pupils whose behaviour falls below our expectations both in language as well as action will be sanctioned. This can include suspension and up to permanent exclusion. This is because we strongly believe that all students and staff deserve to be in an environment which is free of the risk of sexual harassment and sexual violence.

Behaviour incidents online

When considering behaviour incidents online we are clear that the behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils, or staff in any way.

Instances of prohibited online behaviour may include:

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- misuse of school IT and passwords
- use that may harass, bully, or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, staff and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Misuse of social media can be reported to a child's class teacher or a member of the Senior Leadership Team who are best placed to then support with resolving any concerns raised. Pupil involvement in behaviour incidents online is likely to lead to pupils being sanctioned for this behaviour.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect, and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the designated safeguarding lead or deputy safeguarding lead who will act to ensure that students are appropriately safeguarded.

9. Behaviour Support Plans and Pastoral Support Plans

Where a pupil's behaviour and choices start to impact on not only their learning, but also the learning of those around them, A Behaviour Support Plan will be implemented. This will be in consultation with the pupil and their parents / carers. The pupil's strengths, their views and what they enjoy will be included, and in addition:

- The pupil's anxiety, defensive and crisis behaviours;
- The pupil's depression stage, recovery and follow up behaviours;
- How the pupil feels they can help themselves and how others can help them at each stage;
- The pupil's triggers;
- De-escalation strategies that the pupil, teacher and family feel will be effective.

SMART targets will be identified in consultation with pupils and parents / carers. The targets will be reviewed every term (as a minimum) alongside pupil voice and a parent's meeting. Targets will be reviewed alongside the effectiveness of interventions and the pupils' progress towards self-regulation and self-awareness.

Where a Behaviour Support Plan is in place, the pupil may also be referred to outside agencies for support. We may also refer them to Educational Psychology. Families may be signposted towards an Early Help Assessment, to provide a multi-agency approach to supporting the family. For cases of continued serious, unacceptable behaviour, consideration will be given to starting the process of permanent exclusion from the school. The decision to exclude a child can only be made by the Headteacher.

Where a pupil is at risk of permanent exclusion a number of strategies will be implemented. Staff will refer to the **Manchester Inclusion Strategy** that has been developed to help the Local Authority, early years' settings, schools, Post 16 providers and other services work in a more coherent way to support young people to attend well and/or to reduce the risk of exclusion. This strategy provides an outline of approaches, interventions and services, to support all Manchester settings, schools and Post 16 providers to ensure the needs of all young people are understood and addressed in order to support good attendance and prevent the use of exclusion wherever possible.

The offer is made of four identified strands of intervention:

Strand 1 – Universal Provision – The consistent vision and ethos agreed by all staff

Strand 2 – Early Identification of children presenting challenging and school refusing behaviours

Strand 3 – Alternative Provision or Specialist Support fully embracing the individual needs of any young person who requires a different kind of support and / or setting

Strand 4 - Ensuring Best Practice in the Use of Exclusion - reducing the use of fixed term suspensions and permanent exclusion for incidents of persistent disruptive behaviour by ensuring that the root causes of such emerging behaviours are understood and appropriately addressed as early as possible through early intervention and innovative multi-agency planning. The document itself can be found at:

https://secure.manchester.gov.uk/directory_record/376574/manchester_inclusion_strategy/category/1479/childrens_services.

A Pastoral Support Plan (PSP) may also be put in place. SMART targets will be identified in consultation with pupils and parents / carers. Regular meetings will be held to gauge what is working well from the point of view of school, the pupil and their family, what is not going well and what could be done to improve the situation. Support strategies will be detailed and interventions provided such as individual teaching assistant support, therapeutic interventions and nurture sessions. Regular reviews will be held and the PSP will be updated and shared with all relevant staff.

As detailed in paragraph 31 of the [Department for Education guidance document \(September 2022\)](#), to prevent a school exclusion, the Headteacher can consider an 'off-site direction,' where a pupil can attend another education setting to improve their behaviour under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an Alternative Provision or another mainstream school, within the Trust.

10. Fixed-Term Suspensions and Permanent Exclusions

At Peel Hall Primary School we believe that children have the right to learn. If a pupil seriously breaches the school's behaviour policy and if the pupil remaining in the school would seriously harm the education or welfare of the pupils or others in the school, the Headteacher may take the decision to suspend* the pupil for a fixed period. In all cases of suspension and exclusion, we follow the [Department for Education guidance document \(September 2022\)](#). In line with the changes to the most recent guidance, if the decision is taken to suspend or permanently exclude a pupil, regardless of the length of the suspension, the Headteacher will notify the local authority without delay. In cases where the pupil is looked-after or has a social worker, the Headteacher will notify the Virtual School Headteacher or social worker without delay. Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is

sometimes known as withdrawing/rescinding a suspension or permanent exclusion. Again, the parents will be notified of this without delay.

Work will always be set for a pupil to complete at home. Following a fixed period of suspension, the pupil and parents must meet the Headteacher, or in their absence, another member of the Senior Leadership Team, SENCo and any other relevant staff to discuss the pupil's reintegration into school.

* Use of the term suspend in this guidance is a reference to what is described in the legislation as an exclusion for a fixed period.

11. Use of Physical Restraint

At Peel Hall Primary School we are committed to avoiding the use of any form of restraint unless a child is a danger to themselves, other children or members of staff. It is not advisable for staff to restrain a child if they are on their own. They should send a child for another member of staff.

- Reasonable force may be used to:
- Prevent a child leaving a room if it would risk their safety or that of others;
- Prevent a child attacking a member of staff or another pupil;
- Stop a fight taking place in the school; and
- Restrain a pupil at risk of harming themselves or damaging property.

For further information – see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Where a pupil has begun to show aggressive or violent outbursts, a Positive Handling Plan will also be put in place. This document will include a description of the pupil's behaviours and triggers, but also the strategies that the pupil would prefer to be used, in the event of them feeling overwhelmed, angry, violent or destructive. Positive Handling Plans will be reviewed termly, in consultation with the pupil and parents / carers or more regularly if required. Pupils' and parents' views are recorded on the form.

12. Lunchtimes

At Peel Hall Primary School we expect the children to behave in a responsible manner in the dining hall and in the playground. We expect the children to enter and leave the dining hall in a sensible manner. Whilst eating their dinner, we expect them to talk quietly to their friends and stay seated until they have finished eating. When they have finished eating, the children should take their tray to the waste trolley and give it to the child on duty that day.

Lunchtime organisers / Kitchen staff must be an excellent role model for the pupils and encourage:

- Good table manners
- The correct use of cutlery
- Children to take their time to eat their lunch
- Children to play sensibly in the playground

Lunchtime clubs will take place as a preventative measure for some children.

13. Items Banned in School:

By law all school staff can search pupils for any item with their consent; however, it is up to the Headteacher to identify who is authorised to carry out the searches within the school. When designating a member of staff to undertake searches under these powers, the Headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Searching without consent can be carried out for prohibited items within the parameters of the guidelines. 'Prohibited items' are defined in the Education Act 1996 and the Schools Regulations 2012 as:

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

14. Use of Reasonable Force

The guidance issued by the DfE, 'Use of reasonable force', gives clear advice on the definition of reasonable force and how schools should apply the guidance. The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities as defined within the school behaviour policy.

15. Malicious allegations against school staff

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as a referral to the police if there are grounds for believing a criminal offence may have been committed).

16. Monitoring and Review

At Peel Hall Primary School we understand that consistency is an important part of behaviour management. Consistency of this policy will be addressed at two levels. The first level will involve everyone in the school taking ownership of the policy and recognising when people's rights are not being considered. The second level is the monitoring undertaken by the Senior Leadership Team. This will ensure that there is consistency of approach to behaviour throughout the school. Part of the monitoring will be ongoing and relate to observations of children's behaviour during lessons, assemblies, lunchtimes and playtimes. Senior leaders will also gather the views of pupils, staff, parents and carers, and act on information gained.