



Windlesham School
& Nursery



Behaviour Policy

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1 Introduction

Windlesham School is committed to promoting a vibrant learning environment in which our children can thrive. We are proud to continue a long-standing commitment to promoting positive behaviours and attitudes and provide a happy atmosphere in which staff, Parents and Carers work together for the welfare of our children.

This Policy explains how the school promotes and rewards positive behaviour. It also explains how we manage behaviour which falls short of our expectations.

Set out below are our aims, objectives and values, all of which underpin our Policy.

This Policy has been written in consultation with staff, Parents and Carers, and the Governors.

1.1 Aims

- Provide a safe and nurturing learning environment for all children.
- Encourage high expectations in all aspects of school life, enabling our children to develop responsible attitudes.
- Encourage all members of the school community to be considerate, courteous and respect each other.
- Promote happiness in all areas of school life.

1.2 Objectives

- Encourage positive attitudes amongst our children towards school life and the school community.
- Uphold high levels of self-discipline, with clear expectations to maximise individual learning and collective achievement.
- Provide clear guidance so that all children can achieve the above aims.
- Provide excellent teaching experiences which promote good behaviour.
- Safeguard children and promote their welfare.
- Apply our Policy consistently.
- Fulfil the School's legal duties.

1.3 Values

At Windlesham we:

- are honest, fair, kind and inclusive
- listen carefully and follow instructions sensibly
- care for each other, our school and the wider environment
- are respectful and show good manners at all times
- work hard and try our best. We are proud of our learning.

2 The role of Parents and Carers

Promoting good behaviour in our children is a partnership with Parents and Carers. This is expressed in the “Home-School Partnership”, which all Parents and Carers receive before any child joins the school. When accepting a place for their child at the School, Parents and Carers confirm that they accept this Policy and its implementation.

It is also important that good behaviour is promoted at home. Just as we expect our staff to be good role models, it is important that children learn positive behaviour from their Parents and Carers. As such the School expects Parents and Carers to treat all others in the school with respect and to listen to and understand any concerns raised by the School. Parents and Carers are also asked to support any measures put in place to help their child.

Parents and Carers will be kept informed about their child’s behaviour as set out in this Policy. Where necessary strategies for poor behaviour will be discussed with Parents and Carers so that a behaviour plan can be put in place.

Parents and Carers are also expected to tell the School where there may be issues the School is unaware of that may have an impact on their child’s behaviour so that these may be taken into account when dealing with any behaviour concerns. The School will also help and support Parents and Carers with any concerns they may have with their child’s behaviour at home.

Where behaviour is a cause for concern, Parents and Carers will be involved early and any strategies discussed. This is explained in more detail below. The School will update Parents and Carers regularly on this Policy and at intervals determined by the School and will ask Parents and Carers to confirm they have read and agree with the policy.

3 The role of Staff and Governors

The role of staff includes:

- To role model good behaviour and positive relationships
- To create a positive climate with realistic objectives
- To explain the importance of values and of being valued
- To provide an effective learning and teaching environment
- To ensure positive behaviour based on kindness, empathy and respect.
- To ensure fair treatment for all regardless of sex, race or ability
- To show appreciation of the efforts and contribution of everyone

All teachers and support staff are responsible for the modelling of good behaviour, maintaining high expectations of children’s behaviour, positive relationships and dealing with incidents around the School which do not meet our expectations of behaviour.

The Governing Body has responsibility for setting the general guidelines on standards of behaviour and discipline. The Governors support the Headteacher and other staff in carrying out these guidelines. It is the responsibility of the Governing Body to agree the Behaviour Policy and its effectiveness. The Governors can review the Policy earlier than any proposed review date. This review may happen as a result of the Government introducing new regulations and guidelines, or recommendations that would result in the Policy being improved.

The Headteacher has the legal responsibility for maintaining discipline in the school and determining acceptable standards. It is the responsibility of the Headteacher to implement the School Behaviour Policy consistently throughout the School, and report to the Governors, when requested, on the effectiveness of the Policy. It is also the responsibility of the Headteacher and the Governors to ensure the health, safety and welfare of all children in School. The Headteacher supports the staff by implementing the Policy, by setting the standards of behaviour, and by supporting staff in the implementation of the Policy.

4 Implementation of Policy

To be effective, our Policy will be communicated and implemented through:

- Clear expectations
- A system of recognition and reward
- Effective classroom management
- The effective use of sanctions

The School will ensure that it maintains a consistent approach to behaviour at all times. It will also ensure that all staff receive appropriate training and support.

5 Behaviour outside of School

It is important that positive behaviour is promoted outside the School and any inappropriate behaviour dealt with. Therefore, the Policy will also apply when our pupils are:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Serious incidents outside of school involving other school children*

*Where we are unable to fully investigate serious incidents outside of School, the impact of these on school behaviour will be considered.

6 Clear expectations

Our expectations are in the School's Values. Our children are expected to respect and demonstrate these, whilst staff, Governors, Parents and Carers are expected to act as role models of appropriate behaviour.

All classrooms will display the School's Values and these will be regularly discussed in class, tutor sessions, PSHE/RSE, assemblies and copies are placed in the pupil's diaries. The expectations of behaviour around the School and during School activities off-site will be made clear by staff.

7 A system of recognition and reward

We aim to create a climate where positive behaviour can be praised and rewarded. The examples set by staff in their relationships and communication with children, along with the example of Parents and Carers in their relationships with staff, all add to the sense of community within the School. The School rewards positive behaviour through class, team and individual rewards as set out below.

Types of behaviour that are praised and encouraged by the School include:

- Demonstrating the School Values; Listening, Working Hard, Demonstrating Honesty, Kindness Fairness & Inclusivity, Showing Care & Being Respectful
- Demonstrating the School's Learning Powers; Creativity, Co-operation, Independence, Resilience & Reflection
- Good/excellent/improved work
- Work that illustrates that considerable effort has been made
- Consistently good/improved behaviour
- Whole class good behaviour
- Taking an active role in supporting other pupils

The ways in which recognition and reward are used by the School to encourage good behaviour include:

- Verbal praise and positive feedback
- Written praise and feedback
- Display of work
- Animal Toys (EY& LS) & Stickers for Learning Powers
- Marbles (leading to extra play, class treats etc.) for whole class
- House Points for School Values
- Merit Certificates for School Values or Learning Powers

- Owl Awards for exceptional work
- Certificates/Awards for Sport
- Taking home Class Mascot (LS)
- Postcards sent home
- Mention in School Newsletter
- Achievement assemblies (including Merit and Musical Performance Assemblies)
- End of term/year certificates and prizes
- Verbal and written communication with Parents and Carers
- Headteachers Postcard home

All Years

Marbles: These are awarded to a class for examples of good or improved behaviour. Marbles are collected in a jar which, when full, results in the class enjoying a treat. Marbles are never removed from the class marble jar.

Owls: Each week, teachers can celebrate some exceptional work for one child in their class. Their work will be sent to a member of SLT who will then visit the class at some point over the week (that is mutually agreeable with the class teacher) to celebrate the work with the child. Each child receives an Owl stamp and personal comment by SLT, an Owl sticker for their jumper, and a special mention in the next issue of the School Newsletter. Also, a postcard will normally be sent home.

Learning Powers: Children are recognised for demonstrating each learning power. They receive a sticker to wear and in Early Years and Lower School receive a cuddly toy of the mascot to have on their desk.

Merits: Each week one child from each class is chosen by the teacher to receive a merit. Merits are usually used to reward children for pastoral reasons rather than academic, for example, for regularly observing our Values or Learning Powers. During a 'Merit Assembly', the headteacher (or member of SLT in their absence) will award a certificate to the child with the help of the head pupils.

Early Years (Nursery and Reception)

Stars: Stars are awarded for effort and achievement.

Star of the Day: A particular achievement, linked to the School Values or Learning Powers is celebrated. The child receives the Learning Power sticker and animal but also takes home a medal for the evening.

Years 1 to 6

House Points:

House points will be awarded to individuals. These are recorded in their Reading or Homework Diaries via self-inking stamps which teachers will stamp into the child's record/diary.

An A5 insert for the homework/reading diary has been designed to incorporate the School Values – 5 separate sections headed 'I've received house points for...'

- Listening well
- Being honest, kind, fair and inclusive
- Caring for each other and the wider school
- Being respectful
- Working hard and trying my best

Staff can use the stamp in the appropriate section. This helps parents and carers see what their child is being rewarded for. Each week, the House Points are counted up and ticked/dated by the class teacher/form tutor. The House Points awarded contribute to a running total for each House; totals are added to the Whole School House Point record spreadsheet weekly. Totals are reported in Friday Merit Assemblies by House Captains. The House with the largest total at the end of the term is rewarded with an activity or privilege of their choice.

Pupils' individual progress is recognised by awarding certificates:

Bronze (15), Silver (30), Gold (45), Platinum (60), Diamond (75)

With each certificate, a Golden Ticket will be received when pupils achieve each tier and will be entered into a termly draw. At the end of each term, two tickets are drawn at random from the collection of tickets and the winners can choose a prize from the selection available.

The system is overseen by the School Coordinator.

8 Managing transition

A whole School approach of the policy is taken and as our children progress through the School, transition meetings between staff enable the new teachers to build on the social, emotional and behavioural skills developed by the previous teachers. We are especially careful in ensuring that transitions for children with particular needs are fully prepared at each stage. Class and form teachers are made aware of any child that may be 'at risk'. Any significant or ongoing behaviour concerns are communicated. We carefully manage the transition of the children as they progress through year groups, including Early Years and Key Stage 1&2 so they understand what is expected of them. All children moving up a year group have sessions with their new class and teacher.

During the first two weeks of the Autumn Term, Parents and Carers are invited to attend a 'Your child in ...' meeting. This sets out expectations for each year group and outlines any significant changes in systems. In the Autumn Term, Parents and Carers of children in Year 5 and 6 are invited to attend a 'Preparation for Secondary School' session.

We have good communication and relationships with local secondary schools and children are encouraged to attend taster days and visit prospective new schools. The Headteacher and relevant staff liaise with the Headteachers and Heads of Year 7 in order to ensure smooth transition for our

children. Not only are children prepared for the academic transition of moving to secondary school, but also for the behavioural, emotional and social side.

When a child transfers to a new school, including secondary school, we send information as requested by the new school to support them in their transition.

9 Further support for children with additional needs.

The class teacher or form tutor has the main oversight for the pastoral development of the pupils in the class/form. Staff and children also have the support of other members of staff such as the SENCo, Assistant Headteacher, the Deputy Headteacher and Headteacher.

Where any children need more support, this will be discussed with Parents and Carers to build a behaviour plan. This may include the use of positive behaviour charts.

10 An inclusive approach for all children.

The school works on a basis of inclusion for all pupils. This covers minorities groups, those that may identify with LGBTQ+ and those that may have special education needs and disabilities (SEND).

There may be occasions that these factors influence the behaviour and issues that pupils encounter in their journey through the school. The school will take these issues sensitively into account when giving rewards and applying sanctions.

Reasonable steps will be taken to avoid children with a learning difficulty or disability being placed at a disadvantage compared to non-disabled children. The School acknowledges that some children with more challenging behaviour may need specific support and individualised interventions. These may be temporary or long term and will be discussed between the class teacher and Parents and Carers. Children with additional needs may require SEND Support, a Pupil Passport or an EHCP (Educational Healthcare Plan) in place. Other agencies may become involved in order to assess the needs of the child.

The ethos of this section can also be applied to any minority group.

11 Support systems for staff

It is important that there is a consistent approach to behaviour. Staff are provided with suitable training to ensure consistency, and the School provides a positive learning environment where children feel valued and are motivated to learn. All those who work with the children are aware of their roles in encouraging and modelling good behaviour whilst confidently tackling inappropriate behaviour and bullying. Staff are encouraged to share concerns about a pupil's behaviour with the class teacher/form tutor and at the weekly briefing so that all staff can be aware and help support where needed.

Staff will be supported to implement the behaviour policy as necessary. This includes the SENCo, the Assistant Headteacher, the Deputy Headteacher and Headteacher. INSET training and any professional training for staff is supported by the School.

12 Dealing with behaviour which falls below expectations

Where behaviour falls below our expectations it will be dealt with appropriately depending on the age of the child and the type of behaviour. Inappropriate behaviour will be dealt with immediately and in a calm manner. Staff will also try to assess any particular reason for the behaviour, for example, distractions or whether a short break is needed.

The School has in place strategies and interventions for when behaviour issues are more serious or where there are frequent low level behaviour incidents, and these are explained below. These strategies will be implemented so as to encourage a positive attitude and improve behaviour. Strategies for consistent poor behaviour will be discussed with Parents and Carers so that, if necessary, a behaviour plan can be put in place. Teachers may use a variety of the strategies explained below. The right one will often depend on what they think will be effective for the particular child. Any strategies used will also take into account the particular needs of the child (and any SEND) and for example, anything that Parents or Carers have told the teacher which may be having an effect on behaviour.

It is important that we make it clear that it is the behaviour that is disapproved of and not the child. We then clearly identify and name the negative behaviour with the child, why it is disapproved of and describe the positive behaviour expected.

Corporal punishment is never used nor is the threat of or use of corporal punishment.

While the School will always try to encourage positive behaviour and use reward strategies, sometimes interventions will be needed. It is important that the consequences of poor behaviour are understood by the children and that the system of interventions is clear and applied consistently and fairly. To ensure this, the School applies an Intervention Steps Table. This means that the type of intervention will depend on the nature of the behaviour and the particular needs of the child. Examples of the types of behaviour and types of intervention are set out below. We aim to apply the Table consistently, whilst taking into account the context of the child.

Intervention Table			
	Behaviour	Examples of Interventions/Supporting Strategies to be deployed before sanction	Possible Sanctions
STAGE 1	Behaviour that falls below expectations of the School Values including, but not restricted to, talking over the teacher, low level attention seeking, calling out or making noises or not settling to task, unkind behaviour, not sharing, not following instructions, moving around the class during input, etc.	<ul style="list-style-type: none"> • Reminder of expectations • Positive reinforcement • Moving child • Remember to catch good behaviour and celebrate in class 	Verbal warning

STAGE 2	<p>When Stage 1 behaviour persists despite verbal warning, or mild inappropriate physical behaviour such as pushing. At this stage learning is being disrupted.</p>	<ul style="list-style-type: none"> • Further reminder of expectations • Check learning needs are met- asking child if there is a problem. • Positive reinforcement/ use classroom rewards to motivate. • Remember to catch good behaviour and celebrate in class. • Provide structured choices and consequences for current behaviour. Clearly warn of consequences of continued poor behaviour (threat of time out, loss of break time) etc.) • Adapt task e.g. Chunk work into achievable sections, change outcome (alternative way of achieving/ recording) with short term rewards 	<p>Name on the board.</p> <p><i>If the name is rubbed off, due to the child turning their behaviour around, then no further consequences.</i></p> <p>FURTHER ACTION: <i>If name stays on the board, a note should be put in the child's diary.</i></p>
STAGE 3	<p>Repetition of Stage 2 behaviour (i.e. name stays on the board) or inappropriate physical behaviour, hurting another child, use of bad language, being rude towards staff and/or children. Again, learning is often being disrupted by this behaviour.</p> <p><i>This stage is particularly relevant to playtimes.</i></p>	<ul style="list-style-type: none"> • Time out- gives the pupil and their peers a break and a chance to get on with their work. It will also enable the child to see other children behaving well. • Opportunity for child to reflect with a member of staff and calm down. 	<p>Classroom:</p> <ul style="list-style-type: none"> • Time out in a designated space in the classroom or removal from classroom to another class for a brief period of time • Sent to work up with SLT. • Loss of playtime (to reflect with class teacher or complete work) <p>Playtime:</p> <ul style="list-style-type: none"> • Loss of playtime- child to sit stand outside the staffroom/ or made to sit on playground bench. <p>FURTHER ACTION: A note should be put in the child's diary, detailing behaviour and consequences. Incident recorded on Engage.</p>
STAGE 4	<p>Behaviour incidents which may include, but are not limited to, unprovoked inappropriate physical behaviour towards others, inappropriate language used in school, deliberately causing a disturbance to learn, non-compliance with request from staff.</p> <p>or</p> <p>Persistent behaviour that falls below expectations such as sustained lack of effort in learning, reaching stage 3 on at least three occasions over a half term.</p>	<ul style="list-style-type: none"> • Class teacher/Form tutor conversation with Parents/Carers • Behaviour Support Plan put in place to address difficulties and provide supportive strategies. This will usually be a 2-week plan with targets, which goes home daily, reviewed on a Friday. • SLT and/or SENCo involved. • In order to support the child, it may be appropriate to involve outside agencies at this stage. 	<p>In consultation with SLT, one of the following sanctions or similar may be applied: loss of lunchtime/ playtime, writing an apology, sent to complete work or reflection with a member of SLT, missing a club, loss of position of leadership, losing eligibility to represent school at a fixture or missing a school trip/residential or special event.</p> <p>FURTHER ACTION: <i>Incident recorded on Engage.</i></p>

STAGE 5	<p>Continued and persistent behaviour that falls below expectations, which has not improved despite Behaviour Support Plan or other significant strategy being put in place.</p> <p>And/or</p> <p>serious behaviour incidents which may include, but are not limited to, physical violence towards others, discriminatory or offensive language, damaging school property, bullying (physical or emotional, online), stealing, serious failure to co-operate, bringing prohibited or banned items into school, leaving classroom/lessons without permission, malicious allegations against other children or adults.</p>	<ul style="list-style-type: none"> • Meeting with Parents/Carers, involving SLT and SENCo. • Intention of meeting to discuss/agree changes to Behaviour Support Plan. 	<p>In consultation with SLT, one of the following sanctions or similar may be applied:</p> <ul style="list-style-type: none"> • Removal from the playground for breaktimes, regular reflection with a member of SLT, removal from a club, loss of position of leadership, losing eligibility to represent school at a fixture/s or missing a school trip or special event. • Internal exclusion for a period of time, normally at least half a day • Temporary (fixed term) exclusion • Permanent exclusion <p>FURTHER ACTION: Incident recorded on Engage and Serious Incident Behaviour Log.</p>
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Although under the Intervention Table, Parents and Carers will be notified at and after Stage 2, there will be regular communication throughout where staff consider it appropriate. Behaviour that is a cause for concern will be reported to the child's Class Teacher/Form Tutor, and as appropriate to the SENCo, Assistant Headteacher, Deputy Headteacher or Headteacher. Where behaviour reaches stage 4 or above, the headteacher will be involved in the dealing and managing of this behaviour.

Where a child reaches Stage 3 and above on the Intervention Table it will be recorded on Engage, as a behaviour report in the daybook, by the member of staff dealing with the behaviour/incident. If a child reaches Stage 4 due to repetition of Stage 3 behaviour, the Engage entry may be written by the class teacher or form tutor who has the pastoral oversight for the child. Engage is the School's method for monitoring any patterns of inappropriate behaviour so that it can be dealt with at an early stage with the appropriate strategies to help the child. All engage entries are looked at by the Pastoral lead and the headteacher.

There will be an opportunity to discuss any concerns and incidents logged at each weekly School Staff Briefing. In the later stages of the Intervention Table, the Assistant Head, Headteacher and SENCo may also be involved in drawing up strategies. Parental support will be sought, and any further action will be discussed with the parents/carers. In rare cases, when the problem cannot be resolved using the resources available in School, it may be necessary to involve an outside agency e.g. behaviour support service, counselling, an Educational Psychologist.

Early years

Children in the Early Years are developing their understanding of, and settling into, the routines and expectations of the School. In these classes, staff work with the children to establish the rules and boundaries. The teacher's role is to support the children in having the necessary language and understanding to deal with a difficult situation e.g. to move away from a situation, tell a grown up,

find something else to do. The teachers offer reminders of, and choices for, appropriate behaviour e.g., “We need to remember to share”, “I’m looking to see who is listening”.

It will be made clear the type of behaviour which is unacceptable and follow up with praise for the correct behaviours. It may be necessary for children to be removed from or redirected to another activity. As children become more developmentally aware of the boundaries, or if the behaviour of a child becomes challenging or more serious e.g. deliberately physically hurting another child or damaging equipment, the child will then move straight to Stage 4 of the Intervention Table.

Behaviour at Playtimes

When an incident occurs at playtime, it is essential that the Class teacher/Form tutor is informed. The member of staff who witnessed/dealt with the incident must write the daybook entry on Engage. This member of staff should also inform the Class teacher/Form Tutor so that they are aware and can follow up with the incident before the end of the day. The Class teacher/Form tutor **MUST** follow up any incident that reaches Stage 3 or above with a note in the diary or conversation with parents on the day of the event.

In the case of serious incidents at playtimes, staff on duty should request support from a member of SLT.

13 Serious incidents

In exceedingly rare cases there may be serious incidents requiring more serious intervention. These are dealt with overleaf. When reporting a serious incident that would be in line with a Stage 5 or above, staff should use the appropriate option from the drop-down menu on Engage as these are audited separately along with bullying incidents.

Bullying and Child-on-Child Abuse

The School takes all reasonable measures to ensure the safety and wellbeing of all children and staff. This includes protection from bullying. The School has in place preventative strategies through the development of a child’s social, emotional and behavioural skills. Detailed information can be found in the School’s Anti-Bullying and Online Safety policies (on School website).

Exclusions

In rare cases it may be necessary to exclude a child from the School. Only the Headteacher can decide to exclude a child, in consultation with the Chair of Governors.

Suspensions: These are sometimes referred to as fixed term exclusions. Parents and Carers will always be informed as soon as possible of a suspension and will be asked to come to meet the Headteacher as soon as possible in order to receive a full explanation as to why the exclusion has been made. A letter of explanation is always provided following this meeting.

The Headteacher will inform the Governors of the exclusion at the next scheduled meeting of the Governing Body.

Parents and Carers can appeal against the decision to the Headteacher or the Governors. An appeal against a suspension must be received by the School no later than 48 hours after the first day of the exclusion period. The child will remain away from School pending the outcome of any such appeal.

The School keeps a record of any child who is excluded for a fixed term. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year and an individual fixed term exclusion will not exceed 5 days. The Headteacher has the authority to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. When an exclusion has been implemented, parents will be signposted to this section of the behaviour policy.

When a child returns to school after a suspension a re-integration meeting will be held between the parents, child and the headteacher, to discuss how we plan to reintegrate them back into class and the expected behaviour and to discuss what any further support might look like.

Examples of types of behaviour which could lead to suspension include:

- Physical violence
- Persistent bad behaviour
- Damaging School property
- Physical bullying
- Emotional bullying, including cyber bullying, etc.
- Stealing
- Bringing prohibited and banned substances/items to School or to a School activity.
- Malicious allegations against other children or adults

Permanent Exclusions (PEX): This is sometimes referred to as an expulsion or being expelled. The Headteacher will inform the Chair of Governors when there could be a case for permanent exclusion and the chair/s of governors will consider all of the evidence and will make the final decision. Parents and Carers are then informed as soon as possible of the outcome of the result. Parents and Carers will be asked to come to meet the Headteacher as soon as possible in order to receive a full explanation as to why the exclusion has been made. A letter of explanation is always provided following this meeting.

The Parents and Carers can appeal against the decision to the Governing Body by following the School Complaints Policy and Procedure. An appeal against a permanent exclusion, must be received by the School no later than 15 days after the first day of the exclusion period. The Chair will then instruct a Disciplinary Panel to convene. The Disciplinary Panel will be made up of three members, 1 of which will include an external Independent Headteacher. The child will remain away from School pending the outcome of any such appeal.

In some circumstances, the Parents and Carers may ask for the status to be recorded as 'withdrawn' rather than 'permanently excluded'. This will be decided by the Headteacher, and the Parents and Carers will be informed.

Examples of types of behaviour which could lead to permanent exclusion include behaviours listed for a temporary exclusion, depending on severity. In the event that a child is receiving multiple suspensions for either the same, or a number of different reasons, this could also trigger a permanent exclusion.

14 Confiscation of inappropriate items

Even in a school with such young children, we need to have in place a policy which explains what happens in the unusual circumstances of a child bringing an inappropriate item into the School.

In most circumstances a child will be asked to hand over any inappropriate item and will do so. Parents and Carers will be told, should any item be taken from a child. This may be at the end of the day or during the school day depending on what it is. The item will normally be handed back to the child or the Parent and Carer at the end of the day (again, depending on what it is).

School staff are able to search a child or their possessions with their consent if they believe they may have an inappropriate item.

On rare occasions if a pupil withdraws their consent to be searched, authorised school staff (SLT) will be able to proceed with this following the guidance set out in [Searching, Screening and Confiscation Guidance, July 2022](#).

The search of a pupil's possessions should always be conducted in the presence of a second adult and should be recorded.

What is a prohibited item?

These are items listed in the Education Act 1996 and include items such as fireworks, tobacco and cigarette papers, alcohol and weapons.

In addition to the above, the School has identified the following additional items as prohibited items.

These additional items include: catapults; long chain; mock guns and BB guns; any replica sword or weapon; laser pens; LED torches; aerosols (other than essential medicines); aerosol deodorants (children should use non-aerosol deodorants) and hair sprays; e-cigarettes; fire-lighting equipment (matches, lighters etc.); explosive or flammable items; chewing gum; inappropriate messages written on paper, in books or on personal objects; offensive material e.g. homophobic, racist, pornographic; solvents and any substance regarded as a 'legal high'; any other drugs except medicines covered by the School's 'Parent Agreement for Windlesham School to Administer Medicine Form'; dangerous chemicals such as bleaches, hair dyes etc.; condoms or items of a sexual nature; mobile phones; electronic devices; cameras.

The list and the procedure may appear extreme, but we are required to list in our Policy those items that are prohibited.

On rare occasions a child may be asked to bring in one of these items, such a hair dye/spray, as part of learning, but this will always be done in writing, and the item will be handed into the office.

Written permission may be sought by Parents and Carers for their child to arrive at School with a mobile phone. They should be handed in to the School Office and collected when leaving. The school reserves the right to confiscate cameras or mobile phones and delete any unauthorised pictures or videos of children or staff.

15 The use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury to themselves and/or others.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When reasonable force is used this will be recorded on Engage.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should be able to refer to the forward planning in the pupil's Individual Educational Plan (IEP) when dealing with our more vulnerable children.

By having this in place and agreeing the contents with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Further guidance on the use of reasonable force can be found [here](#). **This will be replaced from April 2026 with this guidance found [here](#).**

Members of staff have the power to use reasonable force to prevent a child committing a criminal offence, injuring themselves/others or damaging property.

The use of corporal punishment is illegal in all circumstances.

16 Intervention by colleagues

On occasion, staff may require the assistance of other colleagues. In such cases, SLT should be called to attend the incident, or the child should be escorted by an adult to them. When an incident requires further investigation, for safeguarding purposes, children are attended to by at least two members of staff.

17 Malicious accusations against staff

Any allegations against staff will be fully investigated. Allegations that are found to have been false or malicious will be removed from the personnel records of the member of staff. The school will apply appropriate sanctions in accordance with this Policy. This may include a temporary or permanent exclusion and possibly a referral to the police if there are grounds for believing a

criminal offence may have been committed. For further information, please refer to the School's Safeguarding Policy.

18 Guidance

The following documents have been read and used to guide the School on their legal obligations, powers and responsibilities in terms of promoting positive behaviour, discipline and managing behaviour at Windlesham School; Department of Education guidance 'Behaviour and Discipline in School advice for Headteachers and School staff (January 2022); [Behaviour and Discipline in Schools – guidance for governing bodies]; [Searching, Screening and Confiscation July 2022], [Keeping Children Safe in Education, September 2025.](#)

Linked Policies:

[Windlesham School Safeguarding & Child Protection Policy 2025/2026](#)