

## BEHAVIOUR - INFANT AND JUNIOR SCHOOL

Policy applies from EYFS to Year 6 and to all Staff	
Date policy reviewed:	01.09.2023
Date of next review:	01.09.2024
Version:	05.24 v1
Author:	Mrs Helen Tabb

Version	Date	Paragraph	Material change	Approval
01.23 v1	06.01.2023	3 8 10 Appendix 1 Appendix 2	SEND section updated. New section inserted re. searching pupils. New section inserted re. the use of CCTV. Flow charts deleted. New appendix inserted re. searching pupils.	Mrs Alice Taylor
03.23 v1	22.03.2023	All	Policy updated to bring it inline with School Terms and Conditions and the Senior School Behaviour policy.	Mrs Alice Taylor
09.23 v1	01.09.2023	N/a	No material changes.	Mrs Helen Tabb
04.24 v1	17.04.2024	9 Appendix 1	Section updated to clarify Head of School and Chair of Governor's involvement and Appendix 1 updated.	Mrs Helen Tabb
05.24 v1	10.05.2024	Appendix 2	E-cigarettes added to list of prohibited items.	Mrs Helen Tabb

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

### Related Policies

Attendance



CCTV

Child Protection and Safeguarding

Child Protections and Safeguarding - Anti Bullying

Child Protection and Safeguarding - Child-on-Child Abuse

Online Safety

Marking and Feedback - Infant and Junior

Positive Handling and Use of Reasonable Force

Pupil Code of Conduct - Infant and Junior School

School Terms and Conditions

## 1. Introduction

At Clifton High School we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and with respect. Clifton High School is a caring community, whose values are built on empathy, curiosity, love, and direction.

The purpose of this policy is to support pupils and staff and is not primarily concerned with rule enforcement; it is designed to:

- promote an environment in which everyone feels happy, safe, and secure;
- promote good relationships, so that everyone can work together with the common purpose of helping each other to learn;
- encourage good behaviour, rather than merely deter anti-social behaviour; and
- help children to become positive, responsible, and increasingly independent members of the school community.

All members of the school community are expected to behave in a considerate and respectful way towards others. The School recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and collaboration.

Everyone has a right to feel secure and to be treated with respect; particularly the vulnerable. Abuse, harassment, and bullying, in any form, will not be tolerated. The School's zero tolerance approach to child-on-child abuse is further detailed in the Child Protection and Safeguarding - Anti-bullying policy.

This policy is applied in a consistent way to ensure all pupils are treated fairly.

The Attendance Policy and the Pupil Code of Conduct - Infant and Junior set out the School's attendance and behaviour expectations.

## 2. Roles and Responsibilities

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Clifton High School's central concern must always be the child's welfare, and also the safety of other children and young people for whom the School is responsible.

*'Behaviour in Schools Advice for headteachers and school staff'* DfE 2024 states that the Head of School must determine measures which aim to:

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

## **2.1 The role of school leaders**

The Clifton High School Senior Leadership Team (SLT) will:

- be highly visible, with leaders routinely engaging with pupils, parents and staff and maintaining the behaviour culture and an environment where everyone feels safe and supported;
- have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them;
- make sure that all new staff are properly inducted into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the School; and
- ensure that their staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

## **2.2 The role of staff**

All staff must be aware of the measures outlined in the School's behaviour policy and how to implement these measures - this is one of the key systems in place in schools which supports safeguarding. Staff at Clifton High School are aware of their safeguarding responsibilities, as set out in statutory guidance *Part 1 and Annex A of Keeping Children Safe in Education (KCSIE) 2023*.

All Clifton High School staff:

- have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour;
- uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships;

- challenge pupils to meet the School expectations and maintain the boundaries of acceptable conduct;
- communicate the School expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils;
- consider the impact of their own behaviour on the School's culture and how they can uphold the School rules and expectations; and
- receive clear guidance about the School's expectations of their own conduct at School - *Refer to Staff Code of Conduct.*

### 2.3 The role of pupils

All Clifton High School, all pupils deserve to learn in an environment that is calm, safe and supportive, and be treated with dignity. Every pupil is, when at an appropriate age:

- made aware of the School behaviour standards, expectations, pastoral support, and consequence processes;
- taught that they have a duty to follow the School behaviour policy and uphold the School rules, and should contribute to the School culture;
- asked about their experience of behaviour and asked to provide feedback on the School's behaviour culture through pupil voice and at each pupil council;
- supported to achieve the behaviour standards, including an induction process that familiarises them with the School behaviour culture; and
- provided with extra support and induction if they join the School part way through the school year.

### 2.4 The role of parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the School, parents should:

- have an understanding of the School's behaviour policy and, where possible, take part in the life of the School and its culture;
- reinforce the policy at home as appropriate; and
- be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Where a parent has a concern about management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

### 3. Behaviour expectations for pupils with Special Educational Needs and/or Disability (SEND)

The School has a whole-school approach to behaviour, which includes the behaviour of pupils with SEND. Where a pupil with SEND misbehaves, their SEND should be considered, although it does not follow that an incident of misbehaviour is connected with their SEND.



The School has duties under the Equality Act 2010 and the Children and Families Act 2014, and duties in relation to pupils with Education, Health and Care plans. These duties have a bearing on this policy and in practice, and the School adheres to those duties when applying this policy. This includes ensuring that if a pupil has an Education, Health and Care plan, the provisions set out in that plan are secured and the School cooperates with the local authority and other bodies if necessary.

As part of meeting these duties, Clifton High School staff will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

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

The School will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have, and will also consider the underlying causes of behaviour and whether additional support is needed.

The Enhanced Learning Department support the pastoral care of any pupils with SEND.

#### **4. Sanctions**

Records on pupil's behaviour are kept for all levels of sanctions except verbal warnings. Records are held centrally and are reviewed by the Head of Teaching and Learning, Head of Curriculum and Head of the Infant and Junior School. Details of more serious incidents, and their associated sanctions, are held by the Head of School. Section 9 below sets out the higher-level sanctions that may be imposed in the rare instances of persistent unsatisfactory behaviour or serious one-off incidents.

Under no circumstances does the School use or threaten to use corporal punishment. However, under certain circumstances use of reasonable force may be required as a last resort, particularly in the Hive and the Infant School, where children require more support with their behaviour. Refer to the Positive Handling and Use of Reasonable Force policy for more information.

#### **5. Behaviour in Infant and Junior School (Year 1 - 6): Celebrating Success and Supporting Pathways**

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Each section of the Infant and Junior School has processes and procedures relevant and appropriate for age-range and expectations. Appendix 1 show how pupils' successes are celebrated and how teachers support pupils' behaviour in the Infant and Junior School.

## **6. Behaviour in the Early Years Foundation Stage**

At Clifton High School, in the Early Years Foundation Stage (EYFS), we believe children flourish best when their personal, social, and emotional needs are met, and where there are clear and developmentally appropriate expectations for their behaviour.

At Clifton High School, we take our responsibility seriously as part of a community. We give special attention to establishing constructive relationships with children, with other practitioners, between practitioners and children, with parents and with workers from other agencies and take account of differences and different needs and expectations. We plan activities that promote emotional, moral, spiritual, and social development alongside intellectual development providing support and a structured approach to achieve the successful social and emotional development of children.

Children learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places, and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. At Clifton High School, we have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others. We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding. Therefore, we have different expectations in the early pre-school 'Hive' years to the children's first year in school in Reception classes.

During both phases, we primarily promote positive behaviour. We aim to encourage self-discipline, consideration for each other, our surroundings and property. We focus on activities and routines that encourage sharing, negotiation, and co-operation. We encourage responsibility in caring for others, animals, and the environment (helping with tidying, watering plants, setting out activities, handing out drinks, snacks, and equipment). By praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them.

All staff are expected to model behaviour that they would expect from the children and be consistent in their approach to the management of behaviour. We organise the learning environment so that it has a positive impact on behaviour in terms of space, access, and choice of activities.

We provide opportunities for them to learn how to interpret feelings, by listening to them and offering the necessary support that will enable them to verbalise their own frustrations and



disappointments. The discipline focus at Clifton High is on safety and care, with respect for each other. Our approach will always be one that helps children to see the consequences of their actions.

Children are consulted about the 'rules and boundaries' in connection with behaviour and soon become aware of the routines and procedures and what is expected of them in both age ranges of the EYFS. They are encouraged to recognise that fighting, hurting and hurtful comments are not acceptable behaviour. They are encouraged to think about the effects of their behaviour on others. We demonstrate that the child is still valued even if their behaviour is unacceptable; we discuss with children acceptable behaviour in all areas of learning and experiences. Staff encourage the children to express openly their feelings/likes and dislikes and to help the children to understand the consequences and effects of their behaviour on other.

Children are constantly rewarded with praise and encouragement, both verbal and nonverbal. By positively promoting good behaviour, valuing co-operations and a caring attitude we hope to ensure that children will develop as responsible members of society.

#### **6.1. Conflict Resolution**

The EYFS year groups both follow problem solving steps when resolving a conflict. Each step can be revisited several times. In all cases, inappropriate behaviour will be dealt with in school, at the time. The Clifton High School Problem Solving Steps for EYFS are set out below:

## Clifton High School Problem Solving Steps

### **Approach calmly**

Breathe. Place yourself between the children on their physical level.

Use a calm voice and gentle touch.

If an object is involved in the conflict say something like **"I'm going to hold this while we talk about the problem"**.

### **Acknowledge feelings**

Give recognition to the feelings children are expressing by using simple descriptive words. For example: **"You look upset and \_\_\_ you look upset"**

Make sure the children have 'emptied out' their feelings before moving on to the next stage.

### **Gather information**

Ask the children open ended questions that will help you find out what exactly the problem is.

Questions like **"What's happening?"** or **"What's the problem?"** or **"What's going on?"** are useful at this stage.

Repeat children's words back to them to help them clarify their thoughts.

### **Restate the problem**

Say exactly what the problem is.

Use words like **"So the problem is \_\_\_"**

Use the needs and details the children have described.

### **Ask for ideas and solutions and choose one together**

Say something like **"What do you think we can do to solve this problem?"** **"How can we manage?"**

Listen and let the children come up with their own ideas.

Respect and explore all of the ideas, even if some of them seem unrealistic.

If children say they can 'share' explore this idea further so that everyone is clear how the sharing will happen.

### **Be prepared to give follow up support**

When children have reached a solution check that they are both OK with it. Summarise what is going to happen by saying something like

**"So you're going to \_\_\_ and you're going to \_\_\_"**.

Then acknowledge that the children have solved their problem by saying words to the effect of **"You did it! You solved the problem!"**.

This helps to build children's confidence in their capabilities as problem solvers.

Updated March 2024





## 6.2 Conflict Resolution Steps

1. Withdrawing other children/adults from the situation so one adult can discuss the incident and work out a solution together if the Conflict Resolution cannot be completed.
2. 'Thinking Time' given to a child within the close environment to think about what has happened; a timer is given to the child to watch; 30 seconds, 1 minute, or 2 minutes may be used at the adult's discretion. The child then repeats step 3 with an adult and come to a resolution together.
3. Repetition of steps 2-5 at teacher's discretion and depending on EYFS phase (see year groups below).
4. Parents will be informed if their child's behaviour is persistently unkind to others or if they disregard the boundaries of the teaching environment. Parents will be asked to meet with staff when relevant to discuss their child's behaviour. Clifton High believes in working together to ensure consistency between home and school, works best.
5. The Head of EYFS and Head the of Infant and Junior School is regularly informed about children's behaviour and may be present during a parent meeting regarding behaviour. At this point a Behaviour Support Plan may be implemented which the parents sign and agree to work towards with their child, supporting what is being done in School.

## 6.3 The Hive (age 3 - 4)

Hive children are learning at every step of the day and are getting used to a more controlled pre-school environment in which they must follow rules relating to groups of children and safety of themselves and others, alongside learning social interactions and learning characteristics of effective learning. Being praised and having expected behaviour modelled to them, results in a calm and purposeful environment. However, we recognise that very young children are sometimes unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them work through their emotions.

In *5.2 Conflict Resolution Steps* point 5 above, Hive children can be given several verbal warnings, so they have a greater chance of rectifying their behaviour.

In *5.2 EYFS - Conflict Resolution Steps* point 6 above, Hive staff will strive to repeat all the previous steps. In our experience, the children negotiate well and are helped to manage their feelings and the unacceptable behaviour is stopped. Steps 7 and 8 are very rarely used but form part of our EYFS progressive discipline route.

## 6.4 Reception (age 4 - 5) Rewards



We aim to foster a sense of pride and accomplishment when pupils do well. We want pupils to be self-motivated to do well for themselves and their community. We do this by constantly reinforcing the positive and the mutual benefits of positive behaviour and attitudes to learning.

For individual successes, verbal praise is given and for exceptional 'wow moments', children celebrate with the class and are rewarded with a sticker for their 'superstar' behaviour / attitude to learning. Where appropriate, children may share their learning with another teacher. Children work as part of a class towards a whole class reward for working together. They are rewarded for good behaviour by being given a token to add to the class reward pot. Two children in each class are nominated by the class teacher each week for a 'Star Award' certificate which is presented in assembly by a senior member of staff for being a Clifton High Star. For outstanding learning/behaviour, children receive Infant School Leader's Gold Award. Class Teachers monitor the fair distribution of awards.

### **Sanctions**

There will be times when there is a need for sanctions to deal with inappropriate or unacceptable behaviour. When these are applied, it will be made clear that it is the behaviour that is unacceptable and not the child. Every member of staff has the authority to deal with inappropriate behaviour and will apply our expectations consistently.

#### **6.5 Procedure for applying sanctions**

When children begin Reception, they will be gradually introduced to the School's behaviour policy and code of conduct as appropriate. As with all classes, they will discuss and set class rules. Sanctions will be applied more flexibly by the class teacher to allow children a suitable settling-in time.

At the first level, staff have several strategies for dealing with inappropriate behaviour, including the '12 Super Strategies for Behaviour Management'. All sanctions should be proportionate and reasonable, taking account of all circumstances including the child's age. Professional judgement must be used in following these guidelines, if at any time it is felt that the behaviour is deemed to be sufficiently severe, a child may be given immediate 'Thinking Time' or the School may move directly to Stage 2.

#### **Sanctions Stage 1**

A verbal warning will be given (up to 3 times). If behaviour fails to improve, the child will be shown a warning card. If the child fails to respond to a fair warning and continues to display inappropriate behaviour then they will be given 5 minutes 'Thinking Time', using a sand timer



and within the immediate environment. Following 'Thinking Time', a discussion will be had with the child about their behaviour and the effect it has had on themselves and others. Staff will then praise the child for positive behaviour subsequently shown, to demonstrate a fresh start and to further promote positive behaviour. Parents will be informed at the end of the school day and the incident will be recorded on the child's timeline.

### **Sanctions Stage 2**

Pupil to meet with EYFS Leader.

### **Sanctions Stage 3**

The Head of Infant and Junior School is informed and parents to meet with EYFS School Leader and Class Teacher to agree and implement a Behaviour Support Plan. This will be reviewed at the end of the plan. If the plan does not improve the situation, then a meeting is arranged with a member of Leadership.

## **6.6 Different Types of Behaviour in the EYFS**

### **Hurtful Behaviour**

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, most of the hurtful behaviour is momentary, spontaneous, and often without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. Therefore, we help this process by offering support, to both children.

We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help young children learn to empathise with others, understanding that they have feelings too and that their actions have an impact on others' feelings. We encourage the children to understand the meaning of their actions. We also help young children to develop pro-social behaviour, such as resolving conflict over who has the toy. We are aware that the same problem may happen repeatedly before skills such as sharing and turn taking develop. For both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.

### **Rough and Tumble Play and Fantasy Aggression**

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying. We recognise that rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive. We develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

We recognise that fantasy play also contains many dramatic strategies such as blowing up, shooting etc for example and that themes often refer to ‘goodies and baddies’ and as such offer opportunities for us to explore concepts of right and wrong. We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Biting**

Biting is a natural development stage that many children go through, it is usually a temporary. Many toddlers and pre-school children go through biting other toddlers for many different reasons, they might be over tired, frustrated, they may be experimenting or trying to seek the attention of peers or carers. Sometimes biting occurs for no apparent reason.

The following steps will be taken if a biting incident occurs:

- The biting will be interrupted with a firm verbal response to the child – the wording and severity will depend on the age of the child. A stop/no hand sign may accompany the verbal command;
- The bitten child will be responded to appropriately by staff; and
- The child who bit will be expected to stay by the side of the child who was bitten and help to administer relief with the staff; for example, helping to hold a cold compress on the bite. This is to encourage empathy for the child who was bitten and so a consequence can be seen – ‘Thinking Time’.

### **6.7 Strategy for Dealing with Ongoing Behavioural Problems**

EYFS strategies include the following:

- Discussing the incident with the child – not asking what happened;
- Ask what they could have done instead;
- Look for triggers that set off unwanted behaviour;



- Keep a log of events to find out what trigger's behaviour;
- Try to intervene when patterns of poor behaviour are going to occur;
- Talk to parents and work with them;
- Consequences, such as exclusion from an activity; and
- Drawing up an individual Behaviour Support Plan alongside the Enhanced Learning Department which is created with and shared with parents.

All strategies that are put in place by staff must be consistently followed, by ALL members of staff so that children are clear about behavioural expectations and understand the consequences of their actions. As a last resort, if all other strategies have failed, it may be necessary to discuss whether a child should be withdrawn. No decision will be taken without consultation with the Head of the Infant and Junior School and the Head of School.

#### **7. Investigating Allegations of Sexual Harassment or Sexual Violence**

There is a **zero-tolerance** approach to sexual violence and sexual harassment at Clifton High School; it is never accepted, and it will not be tolerated. Clifton High School plays a crucial role in preventative education, creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it may be. Upon receiving a report, staff are trained to provide appropriate reassurance to pupils, assuring them that they have done the right thing in coming forward, and ensuring that they do not feel that their report is an inconvenience to the School.

The School's response will be:

- proportionate;
- considered;
- supportive; and
- decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include internal exclusion, external suspension; removal and/or expulsion.

The School has procedures in place to respond to any allegations or concerns relating to a child's safety or wellbeing. These include clear processes for:

- responding to a report;
- listening to all those who are involved;
- carrying out risk assessments and/or safety plans, to help determine:
  - internal management of the incident;



- referral to Early Help;
- referral to Children's Social Care;
- reporting to the Police.

Refer to Child Protection and Safeguarding policy and the Child-on-Child Abuse policy.

## **8. Searching Pupils**

School staff may search a pupil with their consent for any item. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

In relation to prohibited items, the Head of School, Senior Leadership Team, and staff authorised by the Head of School, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

Please see Appendix 2 for further detail on searching and confiscation. Such action will be taken in accordance with the DfE guidance [Searching, screening and confiscation \(July 2022\)](#).

## **9. Higher Level Sanctions: Internal Exclusion, External Suspension, Removal and Expulsion**

In rare instances of persistent unsatisfactory behaviour or serious one-off incidents, it may be necessary to use one of the higher-level sanctions listed below. Before such a sanction is imposed, there will be an investigation of the matter within the School and/or a timeline of events will be prepared. The child's parents will be informed of the basis for the School's concerns and will be invited to the School to discuss the matter with the Head of the Infant and Junior School.

Following completion of the investigation and the meeting with the child's parents, the chosen sanctions will be imposed by the Head of the Infant and Junior School. A decision to remove or expel a pupil will only be made once the Head of the Infant and Junior School has consulted with the Head of School and the Chair of Governors. A letter from the Head of the Infant and Junior School will be sent to the parents setting out the details and the timing of the sanction.

The higher-level sanctions that may be imposed are the following:



- **Internal Exclusion:** The child is excluded as a disciplinary sanction or pending the outcome of an investigation (usually for no more than two school days). This will not be recorded in the child's personal file.
- **External Suspension :** The child is suspended from School for a short period (usually no more than ten school days). The School reserves the right to record this in the child's personal file.
- **Removal:** The child is permanently removed from the School because of the child's conduct, behaviour, or because the child is unwilling to benefit sufficiently from the educational opportunities and/or the community life offered by the School, or the parent has treated the School or members of its staff unreasonably. Removal does not have the same formal recorded status as expulsion, but the School reserves the right to record removal in the child's personal file and to transfer that information to the new school that the child attends.
- **Expulsion:** The child is required to leave the School permanently if it is proved, on the balance of probabilities, that the child has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. Expulsion will be recorded on the child's personal file and transferred to the new school that the child attends.

If a child is internally excluded or externally suspended, the School will ensure that appropriate work is made available to ensure the exclusion or suspension has no detrimental effect on their education.

If it appears that a criminal investigation of the incident might be warranted, parents will be invited to the School to be with their child while the matter is discussed and any decisions about police involvement are made. The Head of Infant and Junior School and Class Teacher will be part of the discussions throughout, to support the child.

## 10. CCTV

The School operates CCTV on the school site. CCTV is used for a number of purposes, including to monitor and uphold discipline among pupils in line with this policy, and to protect the personal safety of pupils, parents, staff, visitors, volunteers, and members of the public. Refer to the CCTV policy.

CCTV images may be accessed by the Head of School and members of the Senior Leadership Team for the following purposes related to pupil behaviour:

- to enable members of the Senior Leadership Team to examine behaviour which may give rise to any reasonable safeguarding concern; and/or



- to assist the School in establishing facts in cases of unacceptable pupil behaviour, in which case, the parents/guardian will be informed as part of the School's management of the particular incident.

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Appendix 1: Celebrating Success and Supporting Pathways

## Celebrating Success

Class Teacher Sticker and  
Certificate

Individual Brilliance Award  
(Non-Academic, From Mrs Taylor)

Head Teacher Award  
Academic

Verbal praise, House Point /  
Class Dojo / Marble in Jar

Which award are  
you reaching for?

Kindness, Empathy, Wow,  
Curiosity





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# Celebrating Success

Reception Class

Individual Brilliance Award  
(Non-Academic, From Mrs Taylor)

Celebrate with class and  
'Wow' moment sticker

Gold Award  
Academic (Mrs Barker)

Whole class award working  
towards a class treat

Verbal praise: Class Dojo /  
Marble in Jar

Which award are  
you reaching for?

Kindness, Empathy, Wow,  
Curiosity



Clifton  
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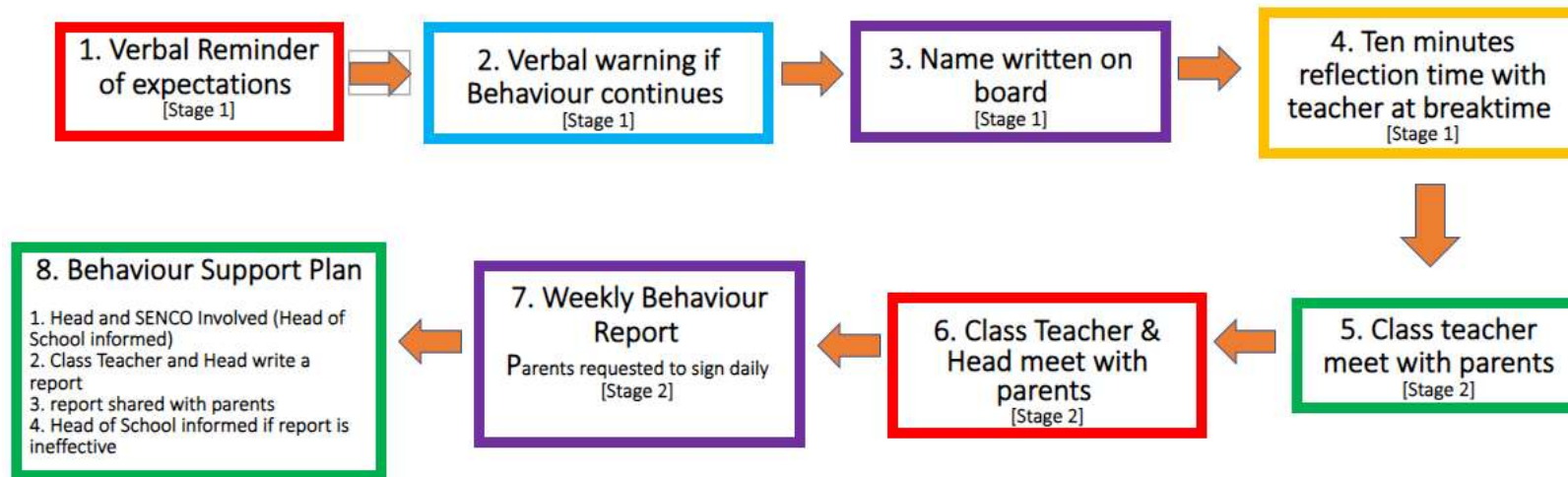
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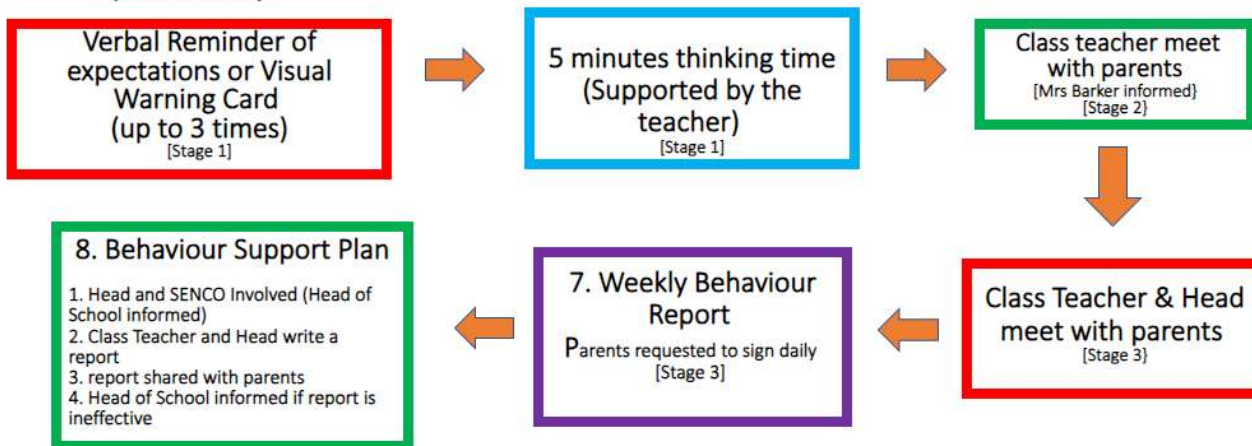
## Supporting Pathway (Classroom)



This chart shows the pathway that teachers will take to help support you with your behaviour

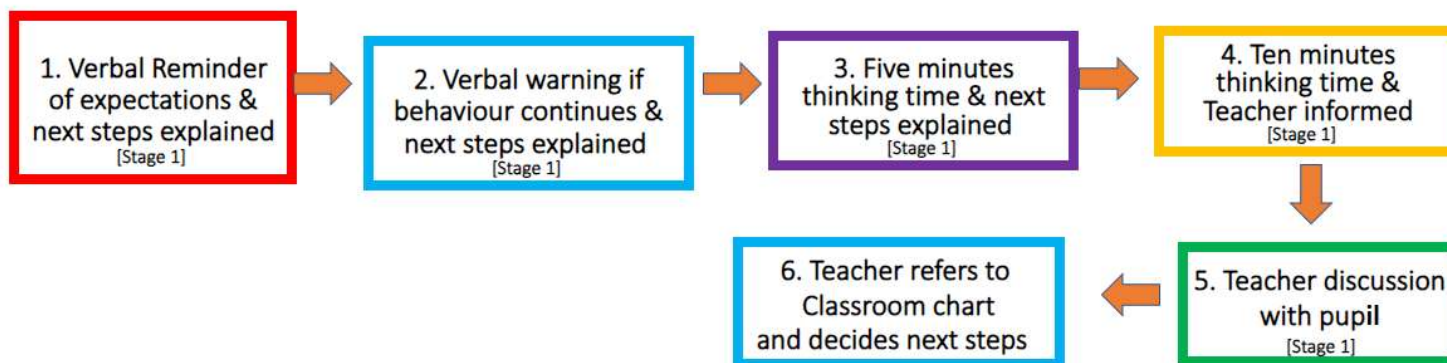


## Supporting Pathway Reception (Classroom)



This chart shows the pathway that teachers will take to help support you with your behaviour

## Supporting Pathway (Playground)



This chart shows the pathway that teachers will take to help support you with your behaviour



### Supporting Pathways

Stage 1	<ul style="list-style-type: none"> <li>• Class teacher discretion whether to inform parents verbally, by phone or email at any point on stage 1</li> </ul>
Stage 2	<ul style="list-style-type: none"> <li>• Parent(s) meet with class teacher and Infant and Junior Head to discuss behaviour and steps to support the child in school / at home.</li> <li>• If a child is placed on a behaviour report - this is discussed with parents as a way to support positive behaviours in school. Parents agree to signing it daily and to meet at the end of the week with the teacher and Head to discuss progress. The behaviour report is to highlight the positive behaviours and focus on what strengths the child has – rather than looking for misconduct.</li> </ul>
Stage 3	<ul style="list-style-type: none"> <li>• Head of school informed that the child is at Stage 3</li> <li>• Infant and Junior Head and Head of ELD meet with parents to discuss the implementation of a Behaviour Support Plan. Parent to agree to signing it weekly or for the duration of the plan.</li> <li>• Head of school to be involved if the plan is ineffective</li> </ul>
<p>All information with regards pupil behaviour is recorded on CPOMS in addition to any parent communications</p>	



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## Appendix 2

### Searching and Confiscation

Under [Section 93 Education and Inspections Act 2006](#) all members of School staff have legal power to impose reasonable and proportionate disciplinary measures. This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. Clifton High School's policy on searching and confiscation utilises the [Department for Education \(DfE\), Searching, screening and confiscation](#) Advice for Schools (July 2022).

#### 1. Prohibited items

The following are "prohibited items" under [Section 550ZA\(3\) of the Education Act 1996](#) and [Regulation 3 of the Schools \(Specification and Disposal of Articles\) Regulations 2012](#):

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - o To commit an offence, or;
  - o To cause personal injury to, or damage to property of; any person (including the pupil);
- any article specified in regulations:
  - o Tobacco and cigarette papers;
  - o Fireworks; and
  - o Pornographic images;
- any item banned by the School Code of Conduct that is identified as being an item which may be searched for.

In addition, the School treats e-cigarettes as a prohibited item.

The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on school premises or at any time when they are in the lawful charge and control of the School (for example on an educational visit or trip).

#### 2. Searching with consent



Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any SEND the pupil may have. Written consent will not be required.

If a member of staff suspects that a pupil has an item that is banned by the School they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, further action may be taken in accordance with the School's Behaviour policy.

### **3. Searching for prohibited items**

Where the member of SLT or authorised member of staff have reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out.

Searches will be carried out only on school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on a school trip or off-site educational settings (e.g. Coombe Dingle Sports Complex).

When pupils travel outside England on a school trip, they will be required as a condition of participating in the trip to confirm their consent in writing to any search that may be considered necessary by an authorised member of staff during the period in which pupils are outside England. If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing and / or
- a search of school property (e.g. pupils' lockers or desks) and / or
- a search of personal property (e.g. bag or pencil case).

Searches will be conducted in a manner as to minimise embarrassment or upset. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil.

Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite sex and / or in the absence of a witness.





Where the Head of School, member of SLT or other authorised member of staff, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

#### **4. Confiscation**

Under the School's legal power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a behaviour sanction, where it is reasonable to do so.

Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school behaviour and pupil code of conduct.

#### **5. Searching electronic devices**

An electronic device such as a mobile phone or personal computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm or was in breach of the Pupil Code of Conduct, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased, if there is good reason to suspect that the data or files have been used to cause harm, breach of the Pupil Code of Conduct or bring the School into disrepute.

If inappropriate material is found on a personal electronic device, the member of SLT may ask the pupil to delete the material, retain it as evidence of a breach of School Behaviour Policy and Pupil Code of Conduct or criminal offence or hand it over to the Police if the material is of such seriousness that Police involvement is necessary.

If the member of staff suspects there may be an issue with youth produced sexual imagery, the device should be retained, and the DSL must be informed immediately.

#### **6. Disposal of confiscated items**

- **Alcohol:** alcohol which has been confiscated will be destroyed.
- **Drugs:** controlled drugs will usually be delivered to the Police as soon as possible. In exceptional circumstances and at the discretion of the Head or SLT, the drugs may be destroyed without the involvement of the Police if there is good reason to do so. All relevant circumstances will be considered and staff will use their professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.



- **Other substances:** substances which are not believed to be illegal drugs, but which are harmful or detrimental to behaviour (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.
- **Stolen goods:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head of School or member of SLT, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value items.
- **Pornographic images:** pornographic images involving children or images that constitute "extreme pornography" under [section 63 of the Criminal Justice and Immigration Act 2008](#) will be handed to the Police as soon as practicable. Other pornographic images will also be discussed with the DSL. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the Local Authority the images will be erased.
- **Articles used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Head of School or member of SLT, be delivered to the Police, returned to the owner, retained, or disposed of. Weapons or items which are evidence of an offence: such items will be passed to the Police.
- **An item banned under school rules:** such items may, at the discretion of the Head of School or member of SLT taking all the circumstances into account, be returned to its owner, retained or disposed of. Where a member of staff confiscates a mobile phone that has been used in breach of the Pupil code of conduct and Behaviour Policy, the phone will be kept in the School Office until the end of the school day when it can be claimed by its owner, unless the member of staff considers it necessary to retain the device for evidence in further sanctions. If a pupil persists in using a mobile phone in breach of Pupil code of conduct and Behaviour Policy, the phone will be confiscated and must be collected by a parent.
- **Electronic devices :** if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break school rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in further sanctions. Once the proceedings have been concluded the device must be collected by a parent or carer and the pupil may be prohibited from bringing such a device onto school premises or on school trips. In serious cases, the device may be handed to the Police for investigation.



## **7. Communication with Parents or Carers**

There is no legal requirement for the School to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, the School will inform parents or carers of any search that takes place and provide details of any items that have been found. In appropriate cases we will consult parents on how the School should dispose of certain items.

The School will keep a record of searches carried out on CPOMS and record will include details of the disposal of items confiscated.

Complaints about searching or confiscation will be dealt with through the School's Complaints Procedure. A copy of the procedure is available on the School website and hard copies are available on request.

The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.