William Reynolds Primary School and Nursery

Behaviour Policy

Date of policy creation:	September 2023
Date of policy review:	September 2024
Governing body signature:	

Contents:

Statement of Intent

"If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be."

Goethe.

William Reynolds Primary School and Nursery believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Creating a welcoming and safe learning environment in which everyone can be successful.
- Explicitly modelling and teaching what good behaviour looks like.
- Having high expectations of behaviour and conduct for all pupils.
- Promoting desired behaviour through the development of a consistent approach across the school, which all staff and pupils know and understand.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining good behaviour.
- Ensuring that disruption is not tolerated, and when this does happen, staff take proportionate action to restore acceptable behaviour.
- Building positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Providing a safe, positive environment in which bullying, physical threats or abuse and intimidation are not tolerated.
- Responding to incidents of poor behaviour in a prompt and predictable way so that a calm, safe learning environment can be maintained.
- Promoting and upholding our shared School Values, which apply to all who are part of our school community.

Challenge	Honesty	Ownership	Courage	Collaboration
Push ourselves and have confidence	Always do the right thing	Take responsibility for your actions	Be determined to deliver greatness	Work together to succeed

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Health Act 2006
- Education and Inspections Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Voyeurism (Offences) Act 2019
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Searching, screening and confiscation: Advice for Schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy: Pupils
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Suspension and Exclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child-on-Child Abuse Policy

2. Roles and Responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles.
- Having regard to guidance provided by the governing body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and carers, and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior leadership team is responsible for:

- Being highly visible in school and engaging with pupils, parents and staff to set and maintain the behaviour culture, creating an environment where everyone feels safe and supported.
- Ensuring new staff are inducted so that they clearly understand the behavioural expectations and the rules and routines that are in place to achieve these.
- Consider any training implications for staff in school.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH provisions in the school.
- Undertaking day-to-day responsibilities for to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Developing a calm and safe environment that establishes clear boundaries of acceptable pupil behaviour.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action, in line with the behaviour policy, to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Providing a safe environment in which pupils can learn.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.

- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Recognising that good behaviour is an essential condition for effective teaching and learning to take place.
- Ensuring that independence and self-discipline is promoted so that each pupil learns to accept responsibility for their own behaviour.
- Maintaining a clear consistent positive approach to behaviour throughout the school on a daily basis.
- Communicating clear codes of expected behaviour and giving positive feedback when pupils are behaving well.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Following the Whole School Rules, which are linked to the School Values.
- Taking ownership for their own actions.
- Being reliable, trustworthy and responsible.
- Behaving in a safe manner at all times.
- Respecting the school's environment and belongings.
- Taking care of their belongings and those of other children.
- Behaving in a respectful way to staff and their peers.

Parents are responsible for working in partnership with school by:

- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Signing and returning the Home/School agreement.
- Working with staff to maintain appropriate behaviour and attitudes to learning as documented in the Home/School Agreement.
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Supporting the actions of the school when sanctions are imposed to give a consistent message to pupils.
- Ensuring pupils attend school regularly and arrive on time.

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage

the reputation of the school within the wider community, and/or any illegal behaviour.

This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent destructive behaviour.
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the pupil and/or other pupils, including, but not limited to, the following:

- Lateness.
- Low-level disruption and talking in class.
- Failure to complete classwork.
- Rudeness.

4. Staff Induction, Development and Support

All new staff will be inducted clearly 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. Staff will be provided with training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, Emotional and Mental Health (SEMH) Needs

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, Ethos and Environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

6. Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

We encourage good patterns of behaviour by:

- Promoting the School Values consistently across our school community.

- Communicating clearly to pupils what is expected of them.
- Modelling expectations so that pupils understand what good behaviour looks like.
- Praising pupils when we see good behaviour.
- Focussing on the positive behaviour taking place.
- Expecting everyone in school to treat one another with dignity, kindness and respect.
- Having consistent high expectations that are implemented by all staff across school.
- Having clear routines in place, that are understood by all, to reinforce behaviour expectations.
- Giving pupils positions of responsibility e.g. Wellbeing Champions, School Council members, House Captains.
- Referring to and consistently applying school and classroom rules.
- Matching expectations and activities to individual pupil's age, needs and development.
- Recognising achievements with certificates in celebration assemblies.
- Regularly informing pupils' parents/carers of good behaviour or achievement.
- Encouraging pupils to think about others through whole school assemblies.
- Promoting behaviours that are linked to the shared school values.

Rewards

We believe that good behaviour should be consistently rewarded in the following ways:

- Staff may give rewards or small privileges to pupils who behave consistently well and to pupils who otherwise have made a special effort to do so. These may include a pupil doing something first; being given a task to do that the pupils enjoys doing; showing their work to other members of staff; being asked to represent their class or receiving a sticker or small prize.
- Whole class rewards that are earned collaboratively.
- Staff will reward good behaviour or achievement using 'Golden Time.'
- A Headteacher certificate and sticker are awarded once a pupil reaches 'purple' on the behaviour chart in class.
- Best Base is awarded to a class in Early Years/Key Stage 1 and KS2 on a Friday to recognise positive behaviour collectively, as a class during lunchtime. They are rewarded with time on the playpark that day.
- Pupils are mentioned in the weekly Celebration Assembly and a Certificate of Achievement (Values Certificate – Challenge, Honesty, Ownership, Courage or Collaboration) is sent home to celebrate their success with parents/carers.
- Exemplary behaviour or achievement will be acknowledged with an entry into the 'Rainbow Values Book' where once all of the five values certificates are received, the 'Rainbow Badge' is presented to the pupil.

Golden Time

Golden time is planned on a weekly basis. The sessions last for about 25 to 30 minutes and take place on a Friday afternoon.

Pupils earn their golden time by:

- Completing their homework.
- A comment/signature from their parent/carer on the home reading log.
- Good behaviour during the week.

British Values

William Reynolds Primary & Nursery School is committed to promoting the five fundamental British Values through the taught curriculum, assemblies in school and through daily interactions.

The five key British Values are:
- Democracy
- The rule of law
- Individual Liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs
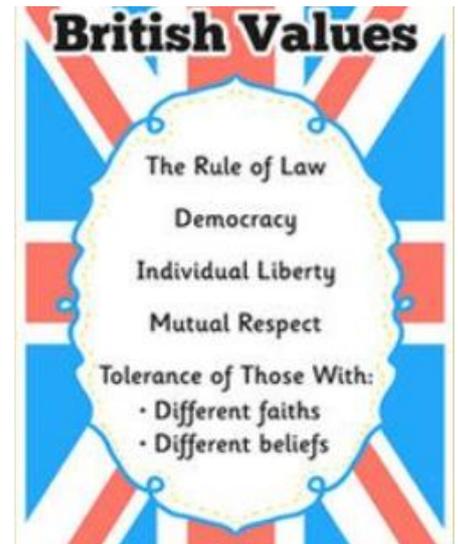
7. Prevention Strategies, Intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents.
- Providing mentoring support.
- Short-term behaviour report cards.

- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil.

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour Curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive Teacher - Pupil Relationships

Positive teacher - pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to ensure teachers understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative Measures for Pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, do and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

• Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
• Ensuring a pupil with visual or hearing impairment is seated in close proximity to the teacher.
• Training for staff, as identified.

De-escalation Strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation.

This includes:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Use 'Emotion Coaching' phrases to support pupils with identifying their own emotions.

Unacceptable Behaviour

In the event of any misbehaviour, staff will respond in a predictable, prompt and assertive way that is consistent, fair and proportionate. The priority of all staff is the safety of pupils and staff and the importance of restoring a calm and safe environment for pupils to learn in. Staff will always aim to prevent the recurrence of misbehaviour.

Sanctions

'Negative consequence sanctions' are used fairly and consistently when a child displays inappropriate behaviour:

• **1st verbal warning** - reminder of rules and expectations
• **2nd verbal warning** – explaining consequences of further poor behaviour. Clear choices will be given.

If the poor behaviour continues one or more of the following will happen:

- The pupil's name will be moved down on class behaviour chart – this coloured grid is displayed in every classroom across school.
- The pupil may be moved to another table within the classroom.
- The pupil may be moved to another classroom with work for a short amount of time – as a school we operate a teacher 'Buddy Base' system between classes.
- A loss of Golden Time for the pupil.
- Loss of privilege/responsibility.
- A phone call to parents/carers may be made to discuss behaviour and/or attitude to work, in the event of the child not being collected.
- A phone call to parents/carers may be made to ask for them to come into school to support the ongoing situation (this decision can be made by any member of the Senior Leadership Team).
- Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable amends.
- We believe that most unacceptable behaviour should be dealt with by the pupil's own class teacher using the strategies listed above. However, **with persistent unacceptable behaviour, or when initial strategies have not worked, support from the named member of staff with responsibility for supporting behaviour across school (Miss Stephanie Spencer) may be required.** Staff can also speak to a member of the Senior Leadership Team (Miss Jasmin Taylor, Mrs Joanne Shephard, Mrs Ruth Angeloff, Miss Emma Shankland, Miss Lisa Lloyd, Mrs Hayley Jones, Mr James Tagg or Mrs Caroline Langham) for advice and support.

Suspensions and Permanent Exclusion

A suspension or permanent exclusion can be used as a last resort, in response to a serious incident, or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. Suspensions and exclusions can only be imposed by the Headteacher.

Behaviour Chart in Class

To ensure there is a consistent approach across school, behaviour charts are displayed in every class. These charts are separated into sections and provide a visual overview of the behaviour choices being made by the whole class. All children initially start on green. Good behaviour choices are rewarded by moving up the chart. When a child reaches purple, they receive an award from the Head teacher to recognise their considerable achievement. The chart is fluid and children move up and down depending on their behaviour choices. Their position on the chart rolls over onto the next day so that those who are above green do not roll back when they have already worked hard towards their award. For those who have made negative behaviour choices and are below green, teachers will aim to identify positive behaviour choices made to enable all children, who are making the right choices to get back on track (Green). The chart is used within class alongside the school warning system.

The chart below is used from Year 1 – Year 6.

This simplified version of the chart is used in EYFS.
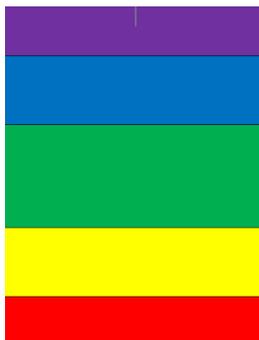
Recording Behaviour Incidents

Managing behaviour in school is the responsibility of all staff.

Weekly Behaviour Logs

Weekly behaviour logs are competed by staff in the event of repeated unacceptable behaviour incidents. Staff are responsible for completing the logs and recording actions each day. At the end of the week, the logs are handed to a member of the SLT.

WEEKLY BEHAVIOUR LOG

PUPIL DETAILS

Name:		Year/ Base:	

STAFF DETAILS

Staff Name:	

Write in each day that an incident occurs. Include times if you feel you need to. Include steps that led to the incidents and the nature of the incidents. Also include any actions you've taken as a result.

	Incident 1:
Monday	
	Staff Actions:
Tuesday	Staff Actions:
Wednesday	Staff Actions:
Thursday	

	Staff Actions:
Friday	Staff Actions:

DSL receiving form:		Date:	Time:

To be completed by a DSL
Any actions needed by DSLs:

Signed:	Date:

Behaviour Incident Logs

Following any incident where a pupil is aggressive, violent towards another child or a member of staff, an incident form indicating it is a behaviour related incident will be completed with any actions recorded. The log is then handed to the DSL or Deputy DSL so that it can be logged and stored securely in school.

BEHAVIOUR INCIDENT

PUPIL DETAILS

Name:		Year/ Base:	

STAFF DETAILS

Staff Name:		Time:	
Date of incident:		Location:	
Verbal	Disruptive	Aggressive	Physical

Nature of behaviour incident:
Include steps that led to the incident, what happened and the actions you will take as a result of it.

Actions to be completed by teacher:

DSL receiving form:		Date:	Time:

To be completed by a DSL
Agreed actions and anticipated outcomes:

Signed:	Date:

Report Cards

If further support is needed, a **report card** will be drawn up to support the pupil to improve their behaviour. Targets will be agreed in consultation with the teacher and pupil. Parents/carers will be made aware that this is being put in place and will be asked to support school with this by communicating with school to check their child is making progress against the targets they have been set.

Report cards are adapted to meet the needs of each individual pupils. There is a visual version of the chart that is used in KS1. Across school, there is a consistency of approach within the scoring system. A score of 1 or 2 is given when a pupil has not made good behaviour choices, resulting in agreed targets not being met. A score of 3 is given when a pupil may have needed an occasional reminder to adhere to targets but has met the agreed targets within the time interval on the report card (this time interval is adapted to meet individual needs). A score of 4 or 5 may be given, if a pupil has met all their targets and has not needed any reminders. Scores of 4 or 5 are given when exceptional effort to meet individual targets is being made.

KS1 Report Card

KS2 Report Card

Report cards are signed by teachers at the end of each day and then brought to the SLT office to be discussed and signed by a member of the SLT. At the end of each week, parents/carers are invited into school to discuss and sign the report with the class teacher.

Additional interventions will be considered including:

- Additional adult support
- Nurture Group
- Early Help Support
- Mentor support
- BEEU Referral
- Advice from the Behaviour Support team or other external agencies (e.g. LSAT or Educational Psychologist)

- Formal meetings, with parents/carers and other agencies, when appropriate, will be arranged by the Head teacher to consider the best ways forward.
- Consideration of a request for a statutory assessment on the basis of social and emotional support.
- Use of The Calm Room to support pupils to self-regulate their behaviour and calm down. A log to monitor use of The Calm Room is kept in the SLT office. Adults who escort pupils to The Calm Room are responsible for recording names in the SLT Calm Room log, which is located in the SLT office. See Appendix - Calm Room Guidance.

The Use of Reasonable Force

Trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the headteacher, or most senior member of staff available, will be made aware so that they are able to discuss the incident and reasonable force used with parent/carer. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension.

Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Suspensions and exclusions are made at the discretion of the headteacher, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period of time, following an incident of poor behaviour.

The pupil will be moved to one of the following:

- Their 'Buddy Base'.
- An appropriate area of the school, with adequate resources to enable the pupil to continue learning.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment.
- To allow the pupil to regain calm in a safe space.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom for any longer than is necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Lunchtimes and playtimes

The school's Behaviour Policy is based on positive behaviour management and it is important that pupils perceive the management of rules, rewards and sanctions

to be fair and consistent. Lunchtime Supervisors and Teaching Assistants play an important part in managing pupils' behaviour and can make a big difference to a pupil's day. Pupils should be rewarded for behaving appropriately.

Positive consequences from lunch time staff include:

- Verbal praise.
- A lunchtime/playtime responsibility.
- Best Base is chosen following a Thursday lunchtime. The Playpark is then allocated to this base on a Friday lunchtime for EYFS/KS1 and a Friday break and lunchtime for KS2. This is announced in assembly on a Friday morning.

Negative consequences from lunch time staff include:

1st verbal warning - reminder of rules and expectations

2nd verbal warning – explaining consequences of further poor behaviour. Clear choices will be given.

If the poor behaviour continues one or more of the following will happen:

- Loss of privilege.
- Time out of activity.

Lunchtime Supervisors and Teaching Assistants are responsible for dealing with any poor playground behaviour in a fair and consistent manner.

Serious incidents should be passed on to the Lead Lunch Supervisor, Behaviour Support Lead, Learning Mentor or Senior Leader on duty.

8. Sexual Abuse and Harassment

The school enforces a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on - Child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required.

9. Prohibited Items, Searching Pupils and Confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below.

The prohibited items where reasonable force may be used are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Energy drinks

School staff can confiscate any banned or prohibited item found, as a result of a search or which is considered to be harmful or detrimental to school discipline.

10. Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Pupils will be expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow instructions given by staff.
- Behave in a polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative.

The school has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them.

Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour.

- Teachers will employ strategic seating arrangements to prevent poor behaviour.
- Teachers will ensure that the classroom layout enables them to move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated.

When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

11. Behaviour outside of School Premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.

- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data Collection and Behaviour Evaluation

The school will collect data from the following sources:

- Behaviour Incident Forms
- Weekly Behaviour Logs
- Calm Room Log
- Pupil Voice
- Parent Voice
- Suspension and Exclusions

13. Monitoring and review

This policy will be reviewed annually, then presented to the governing body so that it can be agreed. Any necessary changes will then be made and the headteacher will communicate the policy to all members of staff.

The next scheduled review date for this policy is September 2024

Appendices

- Appendix A – Home School Agreement

- Appendix B – William Reynolds Rainbow Values

- Appendix C – Whole School Rules

- Appendix D – Negative Consequences

- Appendix E – Playground Expectations

- Appendix F – Calm Room Guidance

- Appendix G – The use of reasonable force

- Appendix H – The power to discipline beyond the school gate

- Appendix I - Searching and confiscation

- Appendix J – Behaviour Incident Form

- Appendix K – Weekly Behaviour Log

Appendix A – Home School Agreement

This is the Agreement between
Parents, Pupils and School

for ....

Our Commitment

We demonstrate our commitment to working as a caring school in a learning community by striving to:

- Offer the entitlement education time for children in Key Stage 1 – 21 hours and for children in Key Stage 2 – 23.5 hours

- Encourage children to do their best at all times

- Ensure your child's physical and social well-being at all times, and to foster feelings of confidence, self-worth and belonging.

- Provide the best possible learning environment that is safe, attractive and caring

- Deliver a balanced and carefully planned curriculum which meets the needs of your individual child.

- Provide a range of after school extracurricular activities designed to enrich your child's experience.

- Ensure that all homework tasks are given regularly on an agreed day, and that they reflect your child's learning needs.

- To actively welcome parents/carers into the life of the school and to ensure that teaching staff are always available, by mutual arrangement, to discuss any concerns you might have about your child's progress or general welfare.

- Keep you informed about the school's policies and guidelines on safeguarding, behaviour and equal opportunities, other general school matters and about your child's progress

- Ensure that all teaching staff keep up to date on important educational developments and initiatives which might affect your child, and to inform you of these at given meetings where appropriate.

Signed.. Head Teacher   Date.................................

Parents' / Carers' Commitment

I/We undertake to:

- Ensure that my child attends school regularly and that absences are properly notified.

- Ensure that my child wears their school uniform

- Ensure that my child arrives and is collected on time each school day.

- Support the school's policies and guidelines on behaviour and equal opportunities.

- Support my child in his/her homework and wherever possible promote opportunities for home learning.

- Ensure that my child goes to bed at a reasonable time on weekdays.

- Attend Parent/ teacher consultation meetings to discuss my child's progress at school.

- Ensure that my child has suitable PE kit for PE lessons

- Give permission for my child to use the internet at school during ICT lessons sign and return the E-Awareness Policy

- Contact staff in school to help resolve any worries or a concern

- Will not discuss the business of school or children attending school in any public forum, including social media sites.

Signed……………………………………………. parent/carer Date………………………………….

Signed……………………………………………. parent/carer Date………………………………….

Child's Commitment

To make the most of my time at William Reynolds Primary and Nursery School, I will make sure that I will:

- Always try to do my best in my lessons.

- Always try to remember to be polite and thoughtful towards others.

- Come to school regularly and be on time.

- Keep to the school behaviour expectations.

- Do my homework on time and bring it back to school.

- Bring all the equipment I need every day.

- Wear my school uniform and represent my school well.

- Talk to an adult in school if I have any worries or concerns.

Signed .... (child)   Date ....

Appendix B – William Reynolds Rainbow Values

William Reynolds Rainbow (Staff version)

Challenge	Honesty	Ownership	Courage	Collaboration
Make every experience exceptional	**Always do the right thing**	**Take accountability for your actions**	**Be determined to deliver greatness**	**Work together to succeed**
• Create a safe, healthy and stimulating environment • Create a context rich curriculum • Provide experiences which can foster creative and independent thinking	• Act with integrity • Always act ethically • Do what is right over what is easy • Treat everyone with respect • Respect and celebrate diversity	• Go the extra mile to raise academic success • Be mindful of decisions and how they impact others • Care about the wellbeing of yourself and others • When you know you can make a positive contribution make it known	• Aim to excel in all areas • Embrace new ways to enhance the learning experience • Have the passion to succeed every day • Be brave with your opinion • Have confidence • Be positive • Be reflective in your practice	• Actively participate as a member of staff and fully commit to shared school goals • Draw on the right skills and resources to deliver quality provision • Identify and seek the opinions of experts internally and externally • Be prepared to contribute across the school • Create an environment that respects everyone's opinions • Be proud to be a part of a diverse, British society.

William Reynolds Rainbow

William Reynolds Rainbow (Pupil version)

Challenge	Honesty	Ownership	Courage	Collaboration
Push ourselves and have confidence	**Always do the right thing**	**Take responsibility for your actions**	**Be determined to deliver greatness**	**Work together to succeed**
• Work hard • Don't give up • Be a creative and independent thinker	• Act honestly • Do what is right over what is easy • Treat everyone with respect • Respect our differences	• Go the extra mile • Take responsibility in all areas of school • Care about the wellbeing of yourself and others • Be positive	• Be brave • Be determined • Try hard everyday • Have confidence	• Work together • Listen to others • Respect the opinions of others • Participate in all activities • Be proud of our diverse, British society.

William Reynolds Rainbow
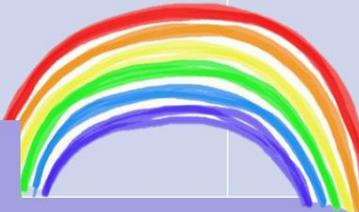
Appendix C – Whole School Rules

Push ourselves and have confidence

Always do the right thing

Take responsibility for your actions

Be determined to deliver greatness

Work together to succeed

Negative Consequences
Sanctions

If you are not behaving well in class:

1st verbal warning - Reminder of rules and expectations.

2nd verbal warning – Explaining consequences of further poor behaviour. Choices given.

If the poor behaviour continues one or more of

the following will happen:

> ➤ Name will be moved on the class behaviour chart

> ➤ Moved to another table within the classroom.

> ➤ Moved to another classroom with work for a fixed amount of time.

> ➤ Loss of golden time

> ➤ Loss of privilege

> ➤ Phone call to parents after school to discuss your behaviour and/ or attitude to work.

Appendix E – Playground Expectations

Playground Expectations

- Be kind and respectful to **everyone**

- Share and take turns

- Use good manners

- Be respectful of other play areas

- Stay where an adult can see you

- Look after the playground equipment by using it appropriately and safely

- Keep our playground tidy by using the bins provided

- Stand still when the whistle blows

- Line up quietly and sensibly

Appendix F – Calm Room Guidance

Guidance on the use of the Calm room.

Definitions of terms used in this guidance

Calm Room - a room that offers a pupil an opportunity to calm during the school day.

There are times when children need access to a quiet and calm space. Our Calm Room is a sensory-controlled calming area. The purpose of our Calm Room is <u>not</u> exclusion or punishment. Rather, it is a space to help children to calm down and to begin to use self-regulation skills. It is used in a planned and sensitive manner to help a child move forward. Our Calm Room is an available space for a child to calm down to help them stop worrying or help them to feel less angry. Our Calm room is used with a calm and positive approach, in order to help reduce anxiety.

In some cases, the use of our Calm Room may form part of a pupil's individual behaviour plan and where appropriate should be agreed by the School Leadership Team (SLT) and parents/carers and their agreement recorded. Children and young people should be consulted in accordance with their age and level of understanding.

In optimum circumstances, the pupil will choose to access the Calm Room, sometimes with a prompt from staff. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to the Calm Room using agreed positive handling strategies.

The Calm Room should only be used after in-class strategies have failed to calm the pupil. A decision to support the pupil in accessing the Calm Room should be based upon an assessment of need. The use of reasonable force is required to prevent:

- self-harming;

- injury to other children or staff;

- damage to property;

- an offence being committed.

In these instances, the Calm Room can be used as a means of:

(a) helping the pupil to manage their own emotional state;

(b) reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;

(c) reducing the need for prolonged use of physical intervention.

In this policy it is anticipated that staff dealing with the pupil are fully aware and competent in communicating effectively with the pupil. This could be through PECS (Picture Exchange Communication System), Makaton, use of visual cues or verbal communication using Emotion Coaching CPD as a guide; this may also be included in an individual behaviour plan.

What is in our Calm Room?

The Calm Room is not a teaching room. It is a place of safety and about creating a calming environment for the pupil. There are some sensory lights – that pupils can chooses to have on or off. They can also choose the colour that suits them. There is a range of soft furnishings including cushions, a large bean bag and a soft blanket which can be helpful for pupils who like to cover themselves up. Walls are covered with high impact foam which offers further protection for pupils who are extremely agitated. There is no door, which enables staff to see the child.

Helping pupils to understand how to use the Calm Room

- All children are aware of the Calm Room and understand the benefits that can come from its usage.

- A child is encouraged to use the Calm room when she/he becomes aware that she/he is starting to get upset, worried or angry.

- The Calm Room is for the sole use of the child when they are in it.

- Staff should avoid entering the Calm Room unless absolutely necessary, i.e. to keep the child safe, or unless the child has asked the adult to join them in the room.

- The Calm Room is not to be used on a 'scheduled' basis. It is meant to be used as and when a child is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.

- The best outcome of using our Calm Room is when a child learns how to 'self-regulate' independently and is able to calm her/himself down.
- Sometimes a member of staff will suggest to the child that 'this is a good time to use the Calm Room' or the child themselves may feel that 'this is a good time to use the Calm Room'. Staff will be alerted to the warning signs and recognise that the child may need a break and remind the child that they may leave the room to use the Calm Room.

Procedure for the use of our Calm Room

When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour policy or in the pupil's individual behaviour plan.

If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff.

Other staff should be alerted for support as appropriate.

If the pupil continues not to comply, staff should suggest 'this is a good time to use the Calm Room'.

If the pupil continues not to comply then staff may consider it necessary to escort the child to the Calm Room using an approved physical intervention in line with school policy (MAPA).

Once in the Calm Room and away from the body of the school, staff involved should try to resolve the situation with the child spending the minimum time necessary in the Calm Room.

When the Calm Room has been used, the incident must be recorded in the red Calm Room log book, which is kept in the SLT office.

While a child is in the Calm Room, senior staff should ensure that appropriate staffing is available to support the child.

If a pupil tries to leave the Calm Room before they are calm, staff should use low and slow responses to direct the pupil to stay. In extreme cases when the pupil is very angry and unable to process requests, SLT or other trained members of the school team will follow the MAPA guidance.

This response must be recorded after the event in line with our school policy.

Appendix G – The use of reasonable force

The use of reasonable force

What is reasonable force?
(i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
(ii) Force is usually used either to control or restrain (see restraint policy). This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
(iii) 'Reasonable in the circumstances' means using no more force than is needed.
(iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means 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 a classroom.
(v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
(vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?
(i) All members of school staff have a legal power to use reasonable force
(ii) This power applies to any member of staff at the school. It can also apply to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?
(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
(iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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

Schools cannot:
Use force as a punishment – **it is always unlawful to use force as a punishment.**
Using force.

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people.

The techniques in question are:
- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training
Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school. Whenever possible, should a child need restraining it should be carried out by a member of the SLT who have received non-violent crisis intervention training.

Telling parents/carers when force has been used on their child
All incidents of reasonable force are recorded in order to support the child and staff involved (see sheet below).

What about other physical contact with pupils?
It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
Examples of where touching a pupil might be proper or necessary:
•   a) Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
•   b) When comforting a distressed pupil;
•   c) When a pupil is being congratulated or praised;
•   d) To demonstrate how to use a musical instrument;
•   e) To demonstrate exercises or techniques during PE lessons or sports coaching; and
•   f) To give first aid.

Use of reasonable force government guidance:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Use of restrictive physical interventions government guidance:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Name of child:

(Male/Female)   Class:

Use of Reasonable Force Record

Reason for the use of reasonable force

Witnessing adults:

Names of staff using reasonable force

1.
2.

Parents/Carers contacted

Date:

Time:

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Appendix H – The power to discipline beyond the school gate

The power to discipline beyond the school gate
Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:
- • taking part in any school-organised or school-related activity or
- • travelling to or from school or
- • wearing school uniform or
- • in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:
- • could have repercussions for the orderly running of the school or
- • poses a threat to another pupil or member of the public or
- • could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect information from both adults and children who have witnessed the event. The parents/carers of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers on Woodside, of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Behaviour and discipline in schools: Guidance for governing bodies
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

Behaviour in Schools: Advice for headteachers and school staff
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Appendix I - Searching and confiscation

Searching and confiscation

The Headteacher, Deputy Headteacher and Assistant Headteacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff can search pupils **with their consent for** any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and where a medical from has not been completed), knives, firearms, sprays, alcohol or stolen items.

3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

1.1

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to

in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff. But:

a. you must be the same sex as the pupil being searched; and

b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher, Deputy Headteacher and two Senior members of Staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **'Outer clothing'** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. **'Possessions'** means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on the condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

Reasonable force may be used by the person conducting the search (see appendix G).

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought

against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent/carer.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents/carers and dealing with complaints

Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.

2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Screening, searching and confiscation government guidance

Searching, Screening and Confiscation (publishing.service.gov.uk)

Name of child:

(Male/Female)   Class:

Search and confiscation Record

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title
1. 2.

Items found

Other agencies involved – please list with name and title

Parents/carers contacted Date: Time:

Sanctions/Next steps

Meeting with parents/carers and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Appendix J – Behaviour Incident Form

BEHAVIOUR INCIDENT

PUPIL DETAILS

Name:		Year/ Base:	

STAFF DETAILS

Staff Name:			Time:	
Date of incident:		Location:		
Verbal		Disruptive		Aggressive		Physical	

Nature of behaviour incident:
Include steps that led to the incident, what happened and the actions you will take as a result of it.

Actions to be completed by teacher:		
DSL receiving form:	Date:	Time:

Agreed actions and anticipated outcomes:	
Signed:	Date:

Appendix K – Weekly Behaviour Log

PUPIL DETAILS

Name:		Year/ Base:	

STAFF DETAILS

Staff Name:	

Write in each day that an incident occurs. Include times if you feel you need to. Include steps that led to the incidents and the nature of the incidents. Also include any actions you've taken as a result.

Monday	**Incident 1:**
	Staff Actions:
Tuesday	
	Staff Actions: -
Wednesday	
	Staff Actions:
Thursday	

	Staff Actions:
Friday	
	Staff Actions:

DSL receiving form:	Date:	Time:

To be completed by a DSL

Any actions needed by DSLs:

Signed:	Date: