



Behaviour Policy

STATUTORY POLICY

Agreed by Governors: Autumn 2023
To be reviewed: Autumn 2024

Dothill is committed to creating an environment where exemplary behaviour is at the heart of our learning community. Everyone is expected to maintain the highest standard of personal conduct and to accept responsibility for their behaviour.

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Dothill Primary School.

Our behaviour policy echoes our core values, incorporating a partnership approach, with an emphasis on mutual respect.

Whole school vision

Our core belief is that children at Dothill should feel safe and happy and we work hard to ensure this.

We believe that our children are unique and bring their own personal experiences and contributions to our school.

Our Dothill community has high expectations for everyone and seeks to develop creativity and independence through a stimulating and supportive environment.

We believe in the importance of widening our horizons. We are committed to celebrating the rich diversity of local, British and international cultures and religions within a broadly Christian ethos, providing a foundation upon which everyone can develop a sense of their own value and purpose. We aim to develop positive, confident, reflective children who:

- are happy, fulfilled and proud of themselves and their achievements
- take part in decision making within the classroom and school so that they have sound knowledge of their own value and purpose
- understand the school expectations and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong
- are able to think creatively and independently in order to have aspirations for the future are proud to be part of a diverse British society

Whole school values

Underpinning our vision are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

Responsibility
Respect
Honesty
Happiness
Confidence

Creativity
Cooperation
Enthusiasm
Fairness
Kindness

These values mean that children and adults work actively in partnership to enable all members of our school community to realise their potential to enhance their own lives and the lives of others.

Purpose of the Policy

The purpose of this policy is to provide simple, practical procedures for staff and children that:

- ✓ Foster the belief that there are no 'bad children' just 'bad choices.'
- ✓ Encourage children to recognise that they can and should make good choices.
- ✓ Recognise individual behavioural norms and respond appropriately.
- ✓ Promote self-esteem and self-discipline.
- ✓ Teach appropriate behaviour through positive intervention.

At Dothill Primary School, we want to help children grow up with a clear view of what is right and wrong and an appreciation of the needs of others and society around them.

We, as adults set the tone for the children and take this responsibility very seriously in that we endeavour, at all times, to treat each other and the children as we, ourselves, would wish to be treated.

Aims of the policy

- To create a welcoming and safe learning environment in which everyone can be successful.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Develop a consistent and calm approach across the school which all children know and understand.
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- To ensure that all learners are treated fairly and shown respect to promote good relationships.
- Ensure restorative approaches are used.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.

Expectations of staff

Roles and Responsibilities

At Dothill we act as a whole school community and all work together - parents/carers/staff/child alike to ensure that the school environment is a safe, happy and calm place of learning.

Within this whole school responsibility there are different roles to be undertaken;

- Class Teacher - primary responsibility for general behaviour management and immediate response to any incidents which occur on a day-to-day basis.
- Phase leaders - may become involved if class teacher recognises recurring issues regarding behaviour.
- Learning Mentor - becomes involved with strategic interventions should behavioural patterns be persistently unacceptable.
- Assistant Head/ Deputy Head/Head Teacher - consistently unacceptable

behaviour will result in the SLT taking necessary actions in line with the sanctions available within this policy.

All staff must:

Take time to welcome the children at the start of the day.

Be on the playground to bring their children in.

Always pick up on children who are failing to meet expectations.

Always redirect children by referring to 'Be ready, respectful and safe.'

Have and know consistent classroom routines and hold the children to account for following them.

Staff who manage behaviour well:

Demonstrate unconditional care and compassion - *botheredness*

Deliberately and persistently catch children doing the right thing and praise them in front of others.

Know their classes well and develop positive relationships with all children.

Relentlessly work to build mutual respect.

Make every child feel valued regardless of any disability, nationality, ethnicity, culture, gender or sexuality.

Remain calm and keep their emotion for when it is most appreciated by children

The Senior Leadership Team must:

- ✓ Be a visible presence around the school.
- ✓ Regularly celebrate staff and children whose efforts go above and beyond expectations.
- ✓ Ensure staff training needs are identified and met.
- ✓ Use behaviour records to target and assess interventions.
- ✓ Support teachers in managing children with more complex or challenging behaviours.

Through the behaviour of the adults who care for them at school and through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

Excellent behaviour is underpinned by strong relationships, high quality teaching and learning and positive recognition.

Children want staff at school to:

- ✓ Feel that they are bothered about them
- ✓ Give them a fresh start every lesson
- ✓ Keep them safe
- ✓ Be just and fair
- ✓ Help them learn and feel confident
- ✓ Have a sense of humour

British Values

Dothill Primary School is committed to serving its community. As a school, we are already incorporating these values through the planned taught curriculum as part of their links with Spiritual, Moral, Social and Cultural aspects of learning.

The five key British Values are:

- Democracy
- The rule of law
- Individual Liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are discussed with pupils through assemblies and within class.

Agreed Behaviour Expectations

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our expectations set out the rules, relentless routines, and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. To have stable behaviour that supports learning we have based our practice of on five core elements:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Clear expectations and outcomes
- Restorative follow up

Good behaviour is recognised sincerely rather than just rewarded. Children are praised in public and reminded in private.

Dothill has 3 simple expectations which can be applied to a variety of situations and are taught and modelled explicitly.

- Ready
- Respectful
- Safe

In partnership with parents/carers

- Parents/carers have a vital role in promoting and supporting good behaviour and so effective home/school liaison is very important.
- It is important that teachers work alongside parents/carers to manage appropriate behaviour and attitudes to learning as documented in the Home/School Agreement. (see appendix 1)
- We ask parents/carers to sign and return the Home/School agreement to demonstrate their support.

- We expect parents/carers to support the actions of the school in order to give a consistent message to children

Unacceptable Behaviour

Because of our behaviour expectations we will not accept:

- Refusal of requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, threats and intimidation.
- Racism, homophobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Anything illegal being brought into school, including weapons, drugs or stolen items
- Abusive or foul language to anyone
- Damage to property, including graffiti

Bullying

Bullying is the repeated and sustained desire to hurt, threaten or frighten someone else. Physical, verbal or emotional bullying can cause long-term misery to children. We consider bullying to be unacceptable behaviour and it will not be tolerated. As with any problem in school, bullying is best dealt with when teachers, parents and children are all working in partnership. We encourage children to tell adults about incidents of bullying and for parents to share any information they may have with school. Governors are informed of the number of bullying incidents that take place. (See Anti-Bullying Policy)

Aggressive Behaviour

We will not accept any behaviour, physical, emotional or verbal, which is dangerous or upsetting to anybody else. We give children consistent advice on dealing with fighting or violence in support of this policy. We encourage children to speak to the teacher or teaching assistant if they have been the victim of aggressive behaviour. We always explain that hitting back is wrong.

Leaving the classroom or school grounds without permission

If a pupil leaves a classroom, we will establish where he or she has gone. Teachers must not run after them but will send a message to the senior leadership team for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed (by calling 999) that a pupil has left school and is at risk.

Procedures for Managing Behaviour

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. Restorative practice is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together.

We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards.

Recognising good behaviour

'If you constantly reward minimum standards then children will strive for minimum standards. If you reward children for going over and above there is no limit to their excellent behaviour.'

Drawing attention to good behaviour

- ✓ Class Dojo points for school values and named behaviour focus.
- ✓ Teacher stickers for pupil attitude - not work
- ✓ Stampers for effort and quality in work
- ✓ Special mentions assemblies each week to highlight children showing the school and British values.
- ✓ Sharing work with teachers, leaders and parents to show pride in their achievements.
- ✓ Celebration assemblies to recognise achievements.

Communication with parents

- ✓ Positive notes - praise pads
- ✓ Phone call home
- ✓ Comment at the door
- ✓ Golden letter

Termly Dojo Rewards

- ✓ Dojo day at the end of each term
- ✓ Hierarchy of rewards on offer
- ✓ All children are rewarded

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

- humiliation - it breeds resentment.
- shouting - it diminishes us.
- overreacting - the problem will grow.
- blanket punishment - this is unjust towards the innocent.
- harsh sarcasm.
- threatening children with someone else's discipline.
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school.

These include, but are not limited to:

- Membership of the School Council.
- Playground leaders.
- Classroom and school wide monitor jobs.
- Peer listeners.
- Early Years buddies
- Members of the Safeguarding Squad

Our Expectations	Visible Consistencies	Recognition
Ready Respectful Safe	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children on and off the playground 5. Consistent language of behaviour 6. Praising in public (PIP), reminding in private (RIP) 	<ol style="list-style-type: none"> 1. Verbal praise 2. Stickers 3. Stampers 4. Class dojo points 5. SLT recognition 6. Sharing work 7. Positive notes 8. Phone call/email home 9. Celebration assembly

Discouraging inappropriate behaviour

We work with a range of strategies for promoting good behaviour for all children. We discourage inappropriate patterns of behaviour by:

- focussing on the positive behaviour taking place
- non-verbal signals

- verbal warnings reminding the children of aims and expectations providing an alternative to their unacceptable behaviour
- private discussion with the child about why the behaviour is unacceptable and explaining the consequences of further poor behaviour, giving choices.

When a child forgets a rule, or breaks it on purpose, sanctions will be used fairly, proportionately and consistently. This will be explained to the child using key words used by all staff. It is important to continue to reward and encourage the child for their good behaviour.

Stepped response:

1. Reminder of expectation: - point out what you want them to change.
2. Warning: - a clear verbal warning that a consequence will happen if the behaviour doesn't change .
3. Consequence - Make it clear to the child and the class that a consequence is being given - log a zero dojo and limit a freedom/remove a privilege.
4. Conversation - Follow up with a chat. Consider other people, future choices, positives.

Procedures for Inappropriate Behaviour

Amber Behaviours

There are six amber behaviours identified at Dothill

- Swearing
- Violence
- Racism (or any other discrimination).
- Disrupting learning
- Damaging property
- Repeated low level behaviours

All amber behaviours will lead to the child being removed from the classroom.

Important Information

Removals are when a pupil is instructed to leave the classroom for a limited period of time for disciplinary reasons. This might be because their behaviour has been persistently disruptive or because they are a danger to others. Removals are a serious sanction.

- **Make the reason clear**
If a pupil is being removed, they should be made aware of the reason for this. State which of the amber behaviours the removal relates to. By ensuring that pupils understand how they are

expected to behave and giving them an opportunity to reflect on how their own behaviour falls short of these

expectations, you will reduce the chances of the behaviour recurring.

- **Keep it short**

Removals disrupt a pupil's learning and should be kept to an absolute minimum. Once the initial objective has been achieved, for example giving the pupil sufficient time to calm down, they should return to the classroom. Staff should consider any support that needs to be put into place to ensure that the return is as speedy as possible. It should be noted that the rest of the class should be made to feel safe about the child returning to the classroom - especially if the behaviour has made them feel unsafe.

- **Ensure appropriate supervision**

Pupils should be adequately supervised at all times. There should NEVER be a child unattended standing outside a classroom. If a pupil has not been able to behave appropriately in the classroom, it is possible that any misbehaviour will continue once they have left the classroom. The child should be sent/taken to the agreed buddy teacher.

- **Offer continuous education**

When a pupil is removed from the classroom, it is a requirement that they receive 'continuous education'. This education does not need to be exactly the same as they would have received if they had remained in the classroom but it should be worthwhile and meaningful. Pre-prepared work packs should be accessible that relate to the child's ability. This will be focussed on reading, writing or maths.

- **Use it as a teaching opportunity**

When staff intervention is required, it should be seen as an opportunity to teach appropriate behaviour.

- Explain to the pupil why their behaviour is not appropriate.
- Describe how they are expected to behave.
- Model how to behave, either by demonstrating this yourself or by highlighting appropriate behaviour elsewhere.
- Involve the pupil in reflecting on their own behaviour.

- **Inform parents/carers**

The guidance issued by the Department for Education specifies that parents/carers should be informed of the removal on the day that this happens. Parents will be informed through an amber letter from the class teacher.

- **Consider how the pupil will be reintegrated**

When a pupil returns to the classroom after being removed, it is helpful to consider any steps that you could take to increase the likelihood of this reintegration being successful and to avoid a repeat of the original behaviour.

- have a brief chat/restorative conversation with the pupil to explain why their behaviour was not acceptable and the behaviour you expect in the future;
- moving them away from any factors that could trigger the unwanted behaviour in the future, e.g. sitting with pupils that might encourage this;

- offering additional support with their learning, especially if you believe that the original behaviour was an avoidance tactic related to their academic ability.
- **Keep accurate records**
Any removals from the classroom should be recorded using Class Dojo. A copy of the amber letter should be filed in the class behaviour folder. An ABC sheet should be completed and filed. If the parent returns a response slip to the amber letter this should also be filed along with the incident records in the class behaviour folder.
- **Have a strategy for lost learning**
There will inevitably have been some disruption to the pupil's learning, regardless of the duration of the removal. You will need to consider whether the pupil has missed any key learning or experiences, which will put them at a disadvantage on their return to the classroom and, if so, take steps to address this.
- **Consider if any follow-up action is required**
It is important to analyse the root causes of any misbehaviour so that these can be addressed. This will reduce the likelihood of the unwanted behaviour happening again. Analyse whether there are any patterns to the misbehaviour and, if so, what these patterns might indicate. This will enable you to put relevant interventions in place or make referrals for additional evaluation and support, if necessary.

Red letters are sent to parents as necessary for repeated amber behaviours.

When the Procedures Don't Work

We believe that most unacceptable behaviour should be dealt with by the child's own class teacher using the strategies listed above. However, with persistent or extreme behaviour or if procedures appear to be failing to help a child control his or her behaviour a behaviour plan will be devised and implemented. This works best when all adults, including the parents, work towards the same targets. The involvement of parents at this stage is key.

If repeated red letters are necessary then a parent/pupil behaviour conference will be held. These take place usually on the last Friday of each half term. They can be called mid term if required. Behaviour targets will be set, and a review date agreed. The involvement of external professionals may be appropriate at this stage. Telford and Wrekin provide support through the Pre-exclusion Hotline.

The Pre-exclusion Hotline can be used by schools to alert the council of possible exclusions and to discuss support available to the school and young people at risk of exclusion or following an exclusion.

Support could include:

- 1:1 work with school
- 1:1 work with young person at risk of exclusion
- Support in creating an Individual Behaviour Plan (IBP)
- Discussion of alternatives

- De-escalation support
- Identification of support

Governors are informed of cases of extreme behaviour as appropriate.

Exclusion

A fixed or permanent exclusion is the last resort after a range of measures have been tried to improve a pupil's behaviour. A decision to exclude a pupil for a fixed period may be taken in response to breaches of the school's Behaviour Policy, including persistent disruptive behaviour. If this occurs parents/carers may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Headteacher or the Deputy Head teacher.

Where exclusion is used the school conforms to the Local Authority and DfE Guidance. If a child is excluded for a period of less than 5 days, the school will provide work - it is the parent's/carers responsibility to ensure the pupil completes the work and returns it to the school for marking (NB parents/carers can be fined if their child is found in a public place during an exclusion). From Day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion, the Local Authority will contact parents/carers with details of the Day 6 provision.

Any child returning to school after an exclusion is helped to behave appropriately. The Chair of Governors will be notified of all exclusions without the child's name being disclosed. Governors are updated termly on the number of exclusions that have taken place.

Further Action

If a child is repeatedly excluded during a term and is causing concern then an Early help Assessment could be completed which may lead to additional support. School may also ask for additional help and advice from the LA Fair Access panel (FAP).

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. (See appendix 2)

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. (See appendix 3)

Use of reasonable Force

The use of physical intervention is very rare and is, wherever possible avoided using de-escalation strategies. There may be occasions where the use of reasonable force or physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. The Head and Deputy are trained in the Management of Actual or potential Aggression (MAPA) Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. (See appendix 4 for guidance)

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, gender identity, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

Making the Policy Known to All

To ensure that all staff, children and parents are aware of the aims and procedures of the policy it will be presented to:

All staff - through their regular meetings.

Children - through displays and discussions of expectations and behaviour guidelines. On going work in PSHE, circle time and assemblies will explain and revisit the policy throughout the year.

Parents - through induction meetings, website, leaflets or newsletters.

Website - www.dothillprimaryschool.co.uk

Arrangements to Monitor and Review the Policy

This policy will be monitored by the Senior Leadership Team.

This will be done by:

- Feedback from children
- Agenda item at staff meeting where staff can feedback.
- Feedback from Teaching Assistants and Lunchtime Supervisors at regular meetings with Head Teacher.

The policy will be reviewed by Governors on an annual cycle or sooner if issues need addressing.

Signed..... *R Butcher* Date 15.11.23

(Head teacher)

Signed..... *A Hyslop* Date 15.11.23

(Chair of Governors)

- Appendix 1 - Home School Agreement**
- Appendix 2 - The power to discipline beyond the school gate**
- Appendix 3 - Searching and confiscation**
- Appendix 4 - The use of reasonable force**
- Appendix 5 - Forms to record search/force**



Home - School Agreement

Dothill Primary School

Growing together we can make a difference

What we want for the children who come to our school

Dothill Primary School promotes high achievement through high expectations and a warm and caring atmosphere, so that children will:

Develop these qualities as learners:

- a positive, interested attitude towards learning
- confidence to enjoy new opportunities and experiences
- enquiring minds
- self-confidence and self-worth
- independence as learners
- good organisational skills



Make progress and enjoy high personal achievements by:

- being able to access the curriculum equally
- acknowledging areas for developments and addressing them
- achieving to the best of their ability
- having access to a variety of good quality resources for learning

Develop Positive Personal attributes, such as:

- tolerance and respect for themselves and others, as well as property
- taking pride in their environment and developing a sense of belonging to a community
- respecting and promoting equal opportunities
- demonstrating empathy, compassion, collaboration and caring and promoting good manners and politeness
- enjoyment and a sense of humour

This is the Agreement between
Parents, Pupils and School

for

Schools' Commitment

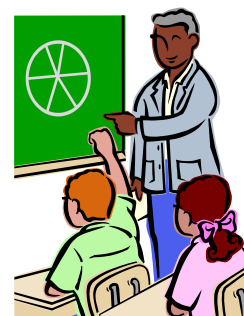
We demonstrate our commitment to working as a thinking school in a learning community by striving to:

Manage the school effectively by:

- maintaining good behaviour and discipline
- providing a safe, secure and happy learning environment
- providing a creative and balanced curriculum that meets the individual needs of the children
- encouraging children to do their best at all times as valued members of the school community
- welcoming parents and carers and encouraging them to take part in school life
- equipping our staff with the skills and knowledge to do their job properly
- valuing everyone's contribution to our learning community
- having effective, efficient, manageable systems that give staff and children confidence

Provide quality education by:

- providing the best possible learning environment that is safe, attractive and caring
- taking time to interact with children
- developing the curriculum creatively
- Giving timely and effective feedback to children on their learning, both verbal and written
- building good relationships with all members of our learning community
- contacting home as soon as we have concerns about your child



Signed..... Class Teacher Date

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

Parents' / Carers' Commitment

Parents / Carers will support the school and their child by making sure that:

- my child understands the standards of behaviour expected at school
- I contact school if my child is absent for any reason and that my child has excellent attendance and punctuality
- I avoid taking holidays during term time
- I promote high standards by providing a neat and appropriate uniform in line with school guidelines
- I provide a suitable PE kit for PE lessons
- I come and speak to the class teacher if I have any concerns about my child at school
- I provide a quiet place at home for my child to do homework
- I attend parents consultation meetings during the Autumn and Spring term
- I encourage my children to represent school at events such as sports, music and drama
- I show an interest in school by attending information meetings for parents to discuss new school developments
- I contribute to the replacement of any school equipment or books that my child is responsible for if they have been lost or damaged
- I give permission for my child to use the internet at school during ICT lesson



Signed..... parent/carers

Date.....

Child's Commitment

To make the most of my time at Dothill Primary School, I will make sure that I:

- always do my best
- stick to the school behaviour expectations
- do my homework on time and to the best of my ability
- bring my PE kit on the days when I need it
- work in class to the best of my ability
- ask for help when I need it
- wear my school uniform and represent my school well
- talk to an adult in school if I have any worries or concerns
- play well with other at playtimes and lunchtimes
- show a positive attitude to school and learning



Signed(child) Date

Behaviour Expectations at Dothill Primary School

- We are **ready** to learn
- We are **respectful** to each other and school property
- We keep ourselves and others **safe** in and out of school and online



Make school a fun, happy and safe place to be

Appendix 2

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 witness statements from both adults and children who have witnessed the event. The parents 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 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 government guidance for governors

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 and discipline government guidance for headteachers and school staff

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Appendix 3

Searching and confiscation

The Headteacher, Deputy Headteacher and assistant head 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 a medical form 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.

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 assistant head. 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.

It should be noted that on occasions where a member of staff of the same sex as the pupil to be searched is not available, we would contact parents before the search is carried out.

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 assistant head 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 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 3).

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.
- 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 and dealing with complaints

Schools are not required to inform parents 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

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Appendix 4

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. 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 children from the classroom where they have refused to follow an instruction to do so;
- 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

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.

Telling parents 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)

- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

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.

For details of what happens if a pupil complains when force is used on them please refer to grievance policy.

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/693446/Environments_where_children_can_flourish.pdf



Appendix 5

Name of child:

(Male/Female)

Class:

Where search took place:

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
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Parents contacted
Date: _____ Time: _____

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

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Signed:

Date:

Designation:



Name of child:

(Male/Female)

Class:

Reasonable Force Record

Reason for the use of reasonable force

Names of staff using reasonable force

- 1.
- 2.

Other agencies involved - please list with name and title

Parents contacted

Date:

Time:

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation: