



Behaviour Policy

Date: Spring 2023

Review: Spring 2025

EARLEY ST.PETER'S C of E PRIMARY SCHOOL

POLICY FOR BEHAVIOUR AND EXCLUSION

Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- o [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- o [Behaviour in schools: advice for headteachers and school staff 2022](#)
- o [Searching, screening and confiscation at school 2018](#)
- o [Searching, screening and confiscation: advice for schools 2022](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education](#)
- o [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- o [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- o [Use of reasonable force in schools](#)
- o [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- o Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- o [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Introduction and School Vision



The right foundations allow future potential to be unlocked and enable all in our school community to flourish. At Earley St Peter's Church of England Primary School, we want to give all our pupils strong foundations for the future.

We want them to

- Be curious and creative
- Be confident and resilient
- Know and remember more

The Bible talks about the importance of good foundations. Jesus tells Peter 'you are Peter and on this rock I will build my church' (Matthew 16.18). We also hear the parable of the wise man and the foolish man. Better to build your house on a rock than on the sand. (Matthew 7.24-27).

The school's Behaviour Policy promotes positive behaviour and supports pupils to develop strong foundations for the future.

(1) Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

(2) Introduction

All Staff at the school recognise that good behaviour and discipline are vital if pupils are to feel safe and secure and are to make the progress of which they are capable.

This policy should be read in conjunction with our Anti Bullying Policy and Child Protection and Safeguarding Policy (including Prevent).

(3) Roles and Responsibilities:

The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School / Executive Headteacher to account for its implementation.

The Head of School

The head of school is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils. Including those with protected characteristics, are being disproportionately impacted by this policy
- Ensuring that the school vision remains at the forefront of staffs' mind when implementing the policy

Teachers and Staff

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour (Key Code)
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

- Make reasonable adjustments in the spirit of equity over equality and will be open and transparent about our reasons

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Read the expectations within our home-school agreement ([Appendix 2](#)) and expect parents to read them and support them fully.
- Support the actions of staff when implementing this policy.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly in a calm and respectful manner
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Working closely with parents allows us to get to the root cause of the behaviour quicker.

Pupils

Pupils will be made aware of the following and reminded at regular intervals:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face
- How the Behaviour Policy supports them to develop strong foundations for their future.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

(4) Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

(5) Key points

(i) Expected behaviour

The behaviour we expect of our pupils is set out in our 'Earley St. Peter's Key Code', copies of which are displayed in all classrooms and around school and included in the pack new parents receive. The code is also contained in Appendix 1 of this policy.

The code is also regularly discussed during Assemblies and in class.

(ii) Promoting Positive Behaviour

We have adopted a number of ways of encouraging and rewarding positive behaviour. These are:

Traffic Light system

- Working hard, helping others and displaying the schools values of **Kindness, Service, Respect, Forgiveness and Honesty** are rewarded through a traffic light system. Every child begins each day with their name on the green marker displayed on the wall of their class. They are then, as decided by the teacher or teaching assistant, able to move their name up to the silver and then the gold markers, as recognition of their good behaviour; or, if they are not following the key code, down to the orange then red markers.
- If they get to gold they enter their name into the gold book. They then receive from the teacher a 'golden ticket' to take home to parents in Key Stage 1. In both key stages, they also write their name on a separate ticket to be entered for a weekly draw. If their name is picked out of the weekly draw, they are awarded the class trophy. The trophy is taken home for the weekend and returned on Monday. They will have their photo taken with the trophy and this is displayed next to the traffic lights in their classroom.

- In KS1 when a child has been on Gold 10 times they receive a certificate in a Golden Assembly (see below).
- In KS2 when a child has had their name written in the golden book 10 times they will receive praise from the Head of School. When a child's name has been in the Golden book 20 times parents will be sent a postcard, via the child, to inform them. After 30 times, the child will receive a Special Envelope containing an invitation to a special award, e.g. afternoon tea/lunch with a school leader, special activities.

Key Time

In Key Stage 1, Key Time takes place weekly. A choice of activities is organised by the class teachers for the children to select. Key Time lasts for approximately 25 minutes.

In Key Stage 2, classes bank key time towards an agreed activity which takes place for an afternoon towards the end of each half term.

Achievement Certificates

Where a pupil's work or behaviour has been particularly noteworthy they may be awarded a 'Achievement Certificate' to be awarded during the weekly Achievement Assembly where the school community comes together to celebrate the flourishing of pupils in each year group.

To preserve the value of these certificates as a reward a maximum of three names per class per week may be put in the book. However, Staff may feel there are weeks where less than three or even no children in their class merit a certificate.

Where no names are included one week or for several weeks for a class for whatever reason, the maximum of three names at a time rule still applies – missing three weeks does not mean that twelve names can be included for week four.

House points

Children in Key Stage 2 are placed in one of four 'Houses' – Brunel, Grace, Raleigh and Yates.

House points are predominantly awarded for good work, behaviour, maturity and displaying the school's values of **Kindness, Service, Respect, Forgiveness and Honesty**. They are recorded on a chart in each room. Each week the Year 6 House Captains visit each room to record total points earned by each house. A running total is displayed in the Hall and the House Point trophy awarded to the team gaining most points by the end of the year.

To preserve the value of House Points they may only be awarded 'one at a time', irrespective of the value or magnitude of the act that led to the award.

Golden Assembly

To celebrate good work and achievements, every pupil in KS1 is awarded stickers for good behaviour and learning. When they have collected 10 stickers they will receive a certificate during the termly KS1 'Golden Assembly' which parents are invited to attend.

Class stickers

Staff may, if they wish, award their own stickers as an incentive in their own classroom.

(iii) Sanctions

In deciding whether a sanction is appropriate, staff must consider whether the behaviour a result of an unmet SEND or mental health need.

<u>Wave</u>	<u>Type of behaviour</u>	<u>Main strategies/ procedures</u>	<u>Definitions</u>
Wave 1	Low level disruption in class	Use of classroom strategies. Verbal reminder of expectations. Visual display for pupils (Traffic lights, name on the board etc.). Follow up discussion with member of staff. Where the behaviour has caused upset to another pupil, staff are talk with those involved to promote reconciliation and forgiveness. Use the Key Code and values to enable pupils to reflect on their behaviour, e.g. Kindness, Respect, Service, Honesty and Forgiveness.	Wave 1 behavioural incidents are those that can be resolved using the normal behaviour management strategies of the class teacher or other responsible member of staff. Incidents at this level would include examples such as name calling, talking in class, lack of completion of a task, inappropriate language or other predictable low level behaviours that have occurred as a one off or infrequently.

Wave 2	Persistent Low level disruption	<p>Isolation within the class (Time out), e.g. Removal from activity for short time, Isolation out of class to another class, e.g. short time in other class. Withdrawal of privileges, e.g. loss of break for specified time, later completion of work, or other appropriate sanction at this level. Follow up discussion with class teacher or team leader as appropriate.* Where the behaviour has caused upset to another pupil, staff talk with those involved to promote reconciliation and forgiveness.</p> <p>Use the Key Code and values to enable pupils to reflect on their behaviour, e.g. Kindness, Respect, Service, Honesty and Forgiveness.</p>	<p>Wave 2 behavioural incidents are those that can be resolved using additional strategies such as Time Out for 5-10 minutes. Incidents at this level would include examples such as deliberate disruption within a lesson, offensive language, inappropriate physical behaviour or repeated low level behaviours over a longer period of the day.</p> <p>SENDCO Intervention/ assessment may also be considered.</p>
<p>*Where a child's behaviour at Wave 2 has been concerning enough for the child to be referred to the Key Stage Leader or more senior staff member then consideration should always be given to the need to inform parent/carers via a follow up conversation with the child's class teacher or other responsible member of staff. Consideration should also be given to the need to review current provision or targets to support a proactive approach to improving pupil behaviour.</p>			
Wave 3	Significant incidents of unacceptable behaviour.	<p>Isolation to the Head of School. Withdrawal of privileges.</p> <p>Parent/carers meeting to be held.</p> <p>Use the Key Code and values to enable pupils to reflect on their behaviour, e.g. Kindness, Respect, Service, Honesty and Forgiveness.</p>	<p>Wave 3 behavioural incidents are those that cannot be resolved using Wave 1 and Wave 2 strategies. They will typically involve the child or young person becoming extremely angry and upset, significantly disrupting the learning of others, and refusing to follow adult direction. They may also involve significantly abusive language, behaviour of a sexual nature (inappropriate touching, comments, Jokes, interfering with clothing) Or racist / sexist/ homophobic or discriminatory behaviour. Wave 3 behaviour incidents may be recorded on CPOMS.</p>

			Early help assessment and DSL intervention if appropriate
Suspension or exclusion will be used as a last resort.			

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. See Appendix 3 'Use of Reasonable Force'.

(iv) Behaviour of Staff

Staff are aware of the powerful influence they exert as behaviour role models. Therefore staff treat all pupils and also each other with courtesy and respect at all times.

This is underpinned by the bible verse of "Treat others just as you want to be treated." (Luke 6:31).

(5) Responding to the behaviour of pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Some of these preventative measures include:

- Movement breaks
- Adjustment to seating plan
- Uniform adjustments
- Safe spaces for regulation

Adapting Management Strategies for children with SEND

When considering the management strategies for a pupil with SEND we will take in to account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

(6) Sexual harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our safeguarding policy for more information.

(7) Monitoring Behaviour

The school will collect data based on the number of Wave 3 incidents.

This data will be analysed on a termly basis and will be from a range of perspectives including:

- Year group comparisons
- By characteristic group including protected characteristic groups (Perpetrator and Victim)
- By time of day/ day of week

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Suspension and Exclusion

Further details on the school's Suspension and Exclusion policy and procedures are contained in a separate Suspension and Permanent Exclusion policy.

Appendix 1



Earley St Peter's
CE Primary School

Earley St. Peter's School Key Code

- Work hard and always do your best
- Be kind, friendly and respectful to everyone in school
- Be ready to forgive each other
- Always tell the truth
- Listen when someone is talking to you
- Look smart and have the uniform and kit you need for each day
- Look after your possessions and school property



Appendix 2

Our expectations of the children are set out in our 'St. Peter's Key Code' which the children themselves helped to write.

Children – please sign your name below if you agree that you will try to:

- Work hard and always do your best
- Be kind, friendly and respectful to everyone in school
- Be ready to forgive each other
- Always tell the truth
- Listen when someone is talking to you
- Look smart and have the uniform and kit you need for each day
- Look after your possessions and school property



Earley St Peter's
CE Primary School



Home-School Agreement

Signed _____
(Pupil)

At Earley St Peter's, our staff will aim to:

- Provide a safe, happy and stimulating environment based on Christian values where every child can achieve their full potential.
- Value and respect all children and adults.
- Be a positive, professional role model for our school and wider community.
- Strive to develop confident learners who are enthusiastic for the challenges of education, work and life.

Parents - you are asked to sign below to confirm that you are committed to trying to ensure

- Your child has a positive attitude towards the school and towards education in general.
- Your child attends school every day, arrives on time, wears the school uniform and has a full PE kit.
- Homework is completed and returned to school on time.
- You attend all meetings where your child's education is being discussed.
- You inform the school of any change of circumstances (for example, new emergency contact details) or any concerns that may affect your child's behaviour or health.
- Staff are treated with respect and courtesy.

Signed _____
(Headteacher)

Signed _____
(Parent/Carer)

Appendix 3 - Use of reasonable force

1.1 Introduction

This policy reflects the expectations of the Children Act 1989 and the Human Rights Act 1998. It is also consistent with the guidance provided by the Department for Education (DfE). DfE guidance states that schools should not have a 'no contact' policy as such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm either to themselves, other pupils or adults or property.

The DfE produced an advisory document called 'Guidance for Safer Working Practice for adults who work with children and young people'. The document was updated in May 2019 by the Safer Recruitment Consortium. The Keys Academy Trust (TKAT) Staff Code of Conduct references this guidance which includes information on dealing with Behaviour Management and The Use of Control and Physical Intervention. DfE guidance 'Use of Reasonable Force' has informed the content of this policy.

TKAT strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Schools do not require parental consent to use force on a student.

This power extends to times when staff (or other adults see 1.3) are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use reasonable force to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where staff use the power to apply reasonable force will be recorded.

A record will not be made unless directed where pupils are held to help them to calm or reassure them, or where touching a pupil might be proper or necessary. The following examples are not exhaustive but may include:

- Holding the hand of the child when moving around the school or when on visits or in other settings
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;

- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Where directed, the Individual Behaviour Plan and/or Pastoral Support Plan will be reviewed and updated.

Schools have a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEND). The school SENCO will ensure the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and provide professional guidance to colleagues to ensure that pupils with SEND receive appropriate support.

TKAT will ensure that staff training is available to meet identified needs. Schools must take responsibility to ensure that appropriate staff attend training.

1.2 Definition of reasonable force

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. 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.

'Reasonable in the circumstances' means using no more force than is needed. 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. 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.

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.

1.3 When can reasonable force be used?

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

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the judgement of the adult concerned and should always depend on the individual circumstances.

Adults 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;
- restrain a pupil at risk of harming themselves through physical outbursts.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm (see Searching, Screening and Confiscation information in Appendix 2).

This list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools cannot use force as a punishment. It is always unlawful to use force as a punishment.

Physical Interventions – Definitions

Restraint
The reasonable use of minimum force required to overpower a child or young person with the intention of preventing them harming themselves, others or causing serious damage to property (and within education settings preventing behaviour prejudicial to good order).
Holding
To assert authoritatively. Action taken to discourage a child or young person from causing harm, damage or disruption but which of itself would not prevent such harm, damage or disruption.
Escorting
Accompanying a child or young person for protection or guidance. Escorting may include physical touch.
Breakaway
The reasonable use of minimum force required to disengage from dangerous or potentially harmful physical contact with a child or young person.
Reasonable force
There is no legal definition of 'reasonable'. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

The following restraint techniques have been identified as presenting an unacceptable risk when used on children and **must not** be used:

- × 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.

1.4 Prevention

Children or young people who are constantly in conflict with themselves or others are less able to access learning and develop their potential. Children and young people with difficult or challenging behaviour should be helped to manage themselves in ways that enables them to learn and develop. In order to do this a stepped approach to the prevention of confrontative and challenging behaviour will be adopted including:

- Ensuring the best possible match between the child or young person's needs and the staff's ability to meet those needs.
- Developing an ethos in which there is the expectation that children and young people will be well behaved. It is believed that children and young people develop and learn self-control better through reward and positive responses to acceptable behaviour rather than disapproval and imposition of sanctions when they behave badly. A major factor in creating an environment, which is generally well ordered, is the quality of the relationships between staff and children/young people. Staff and carers will work to develop relationships with children and young people based on mutual trust and respect and will use these to communicate expectations regarding acceptable behaviour.
- It is recognised that staff and carers need to feel safe in order to carry out their duties and the school will ensure that they receive the necessary training and support to enable them to do so. It is not acceptable for staff or carers to become the victims of verbal or physical abuse from children/young people and their parents, and all options will be explored to prevent this from happening.
- Adopting a non-confrontative, pragmatic and problem-solving approach to signs of mounting anger in children and young people. When children/young people begin to lose control staff and carers will explain clearly what is expected and will tell and show the child or young person how to behave in an acceptable manner. In these circumstances staff and carers will demonstrate to children and young people unconditional positive regard (while clearly identifying their behaviour as unacceptable) and keep in mind throughout that the purpose of intervention is to enable the child or young person to learn self-control.
- Intervening early when there are signs of increased aggression and employing techniques of defusion and de-escalation to calm and distract young people to enable them to regain self-control. The best prevention is based on a full and proper understanding of a child or young person's needs. The better the child or young person's needs are understood and met, then the less the likelihood of confrontation. Where children and young people are known to have challenging behaviours then a proper risk assessment followed by shared planning is the basis for appropriate management.

- Involving both professionals and parents/carers in developing a behaviour management strategy within the child's care plan / pastoral support plan and /or behaviour management plan for those who have enduring self-management difficulties. The strategy will include agreement on reasonable expectations in relation to the child or young person's behaviour and on the strategies to be adopted to manage future difficulties. They will also indicate what rewards are available for improved behaviour and what sanctions will be imposed for further incidents of unacceptable behaviour.
- Resorting to the use of reasonable force, including restraint, as a last resort. The use of restraint is an act of care intended to provide external control to a child or young person who has temporarily lost self-control. It is important to take the use of restraint extremely seriously and to ensure that an opportunity is offered to the child/young person to reflect on their experiences, and that staff involved will be debriefed after a restraint in order to promote learning and to reduce the likelihood of future incidents.
- There is a stepped approach to prevention which begins with developing an ethos in which good behaviour is a reasonable expectation, proceeds through to a number of stages of intervention to deal with signs of mounting anger and aggression and culminates in the use of force (restraint) only as a last resort.

1.5 Risk Assessment

In any school there will be a small minority of children whose behaviour in some circumstances may need to be managed by the use of planned physical intervention.

Where this behaviour has the potential to cause harm, injury or serious damage, early identification and appropriate intervention through a planned risk assessment is necessary in order to minimise potential difficulties and ensure the safety of all involved.

The risk assessment should not only focus on the potential for aggressive / challenging behaviour but for those children and young people who are deemed to be vulnerable through emotional and traumatic experiences. The risk assessment should result in an appropriate plan which identifies the steps and support necessary to be put into place.

See Risk Assessment proforma (Form A)

1.6 Partnership

Experience shows that the best outcomes for children and young people who have enduring problems with challenging behaviours are achieved through staff, parents/carers and other professionals working in partnership. Partnership will be best promoted through the following means:

- Involving parents/carers by keeping them informed of concerns about their children/young person's difficult/challenging behaviour.
- Planning, agreeing and regularly reviewing with parents/carers strategies (including any sanctions) to deter inappropriate behaviour and encourage the development of more appropriate behaviour.
- Working with parents/carers and other professionals (for e.g. Education Welfare Officers, Clinical or Educational Psychologist, Social Workers, Health Professionals,

Voluntary Carers, Outreach Workers etc.) may be involved with the child or young person to develop a fuller understanding of their needs and for these to be reflected in their care plan and/or personal support plan.

- Working collaboratively with the council to promote staff and carers' safety and ensure best outcomes for children and young people.

1.7 Recording and Monitoring

Earley St Peter's Primary School will keep a separate, detailed, written record of every incident of restraint (see Form B).

The designated senior member of staff will read every report and will address any issues which arise. Other interventions involving the use of reasonable force will also be recorded.

Schools are required to keep written records of restraint for 75 years after the date of birth of the child. To ensure that records are kept a Bound and Numbered book should be used to record all incidents of restraint ([TeamTeach Portal \(coreprint.net\)](https://www.teamteach.com/coreprint.net)). This can be used in conjunction with Form B which schools will use to keep their electronic records up to date (CPOMS). These books should be kept in a safe and secure location. All records will be regularly reviewed by the designated senior member of staff to monitor the use of physical interventions generally and identify any issues or trends (whether particular children/young people or staff/carers are more frequently involved in incidents or whether particular situations trigger incidents, etc.) and consider whether any action is necessary.

Parents/carers should be informed 'as soon as is practicable' when significant force has been used on their child. Parents should be told:

- When and where the incident took place
- Which members of staff were directly involved
- The strategies used to try to avoid having to use force
- What force was used
- Whether there were any injuries
- What follow up actions (support and/or disciplinary) was being taken in relation to their child

1.8 Complaints

When children or young people are seriously out of control use of reasonable force may be unavoidable and may result inadvertently in the child being harmed/injured. In these circumstances it is the behaviour of the child or young person which determines the degree of force required to bring them under control which may lead to injury, rather than the intention of the member of staff or carer to cause harm.

If a child or young person is harmed in the course of a physical intervention and he/she or his or her parents wish to make a complaint then this will be taken seriously and investigated thoroughly in line with the Child Protection (Allegations Against Staff) Procedures.

Under no circumstances whatsoever should a parent take direct physical action against a member of staff or carer. If this should happen, staff within schools or establishments would be supported in the action they may wish to take in terms of legal redress in respect of the parent.

In this difficult area it is important to balance up the primary consideration, which is the safety and welfare of children and young people, with the principles of natural justice in relation to the member of staff or carer concerned. As a general rule, genuine attempts to use approved methods of physical intervention in appropriate circumstances would not attract a disciplinary response (even if the child or young person is harmed) – though such circumstances may indicate a training need.

FORM A:

**RISK ASSESSMENT PROFORMA FOR ASSESSING AND MANAGING
FORESEEABLE RISKS FOR CHILDREN WHO PRESENT CHALLENGING
BEHAVIOURS**

**ASSESSING AND MANAGING FORESEEABLE RISKS FOR CHILDREN WHO
PRESENT CHALLENGING BEHAVIOURS**

Name of child:

Class group:

Name of teacher:.....

IDENTIFICATION OF RISK

Describe the foreseeable risk.

Is the risk potential or actual?

List who is (or could be) affected by the risk.

ASSESSMENT OF RISK

In which situation does the risk usually occur?

How likely it is that the risk will arise?

If the risk arises who is likely to be injured or hurt?

What kinds of injuries or harm are likely to occur?

How serious are the adverse outcomes?

Assessment completed by:

Signature:..... Date:.....

RISK REDUCTION OPTIONS			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Relationship to child:

Date:

COMMUNICATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY

Plans and strategies shared with:	Communication method	Date actioned

STAFF TRAINING ISSUES

Identified training needs	Training provided to meet needs	Date training completed

EVALUATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY
--

Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

ACTIONS FOR THE FUTURE

Plans and strategies evaluated by:

Relationship to child:

Date:

Earley St Peter's Primary School

Record of use of reasonable force

Pupil's name:.....

Year Group:.....

Date/time/location of incident:

Reason for the use of restraint (evidence of harm, damage, disruption):

.....

Details of events leading to restraint:

De-escalation techniques used prior to restraint (tick as appropriate):

Verbal advice/support	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Calming	<input type="checkbox"/>	Re-direction	<input type="checkbox"/>
Distracting	<input type="checkbox"/>	Humour	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Options offered	<input type="checkbox"/>
Increase personal space	<input type="checkbox"/>	Instructions	<input type="checkbox"/>
Use of body language	<input type="checkbox"/>	Warnings	<input type="checkbox"/>

Other (specify):

Details of restraint (**who was involved, what techniques were used**):.....
.....

Duration of any measure of restraint:

.....
.....

Witnesses to the incident:

Staff:.....

Pupils:.....

Other:.....

Details of any damage or injuries to pupil concerned/other pupils/staff/others:

Was medical treatment necessary? Y/N

Details:

Was an Accident Report and/or Incident Report required?	Y/N
Was this intervention part of an agreed Behaviour Management Plan (BMP)?	Y/N
Does the existing BMP need amendment?	Y/N
Is a BMP now required for this pupil?	Y/N
Action taken following the incident (including pupil's response and whether a debriefing interview with the staff member using the restraint has occurred):	

NOTIFICATION

Identify all who have been informed and when:

	Y/N	Date/Time
Headteacher/designated person		
Parents/Carers		
Other professionals (specify)		
Police		

Comments of child/young person: (ideally within 24 hours and no longer than 5 days following the restraint)

Signature of Report Compiler

.....Date

Signature of others involved

.....Date

Signature of child/young person

.....Date

Headteacher/Designated Person's comments:

Was the person using the restraint authorised?

YES/NO

Was the person using the restraint trained?

YES/NO

.....Date

Signature

Appendix 4 - Searching, Screening and Confiscation

This policy is based on the Department for Education advice for Headteachers, school staff and governing bodies 'Searching, screening and confiscation' DfE 2022

Searching

School staff can search any pupil for any item if the pupil agrees. The Head of School and members of staff authorised by the Head of School 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.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, e-cigarettes and/or 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, or damage the property of, any person (including the pupil).

The Head of School and members of staff authorised by the Head of School can also search for any item listed above, which have been identified as harmful or detrimental to school discipline and items which may be searched for.

When exercising these powers, the school must consider the age and needs to pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability

Confiscation

School staff can seize and the school retain any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline.

Searching with consent:

School staff can search pupils with their consent for any item.

Formal written consent is not required from the pupils (such as asking the pupils to turn out their pockets or if the teacher can look in a pupils' bag or locker and for the pupil to agree.

The behaviour policy, shared with children and parents, will clearly state any items which are banned.

Searches will be conducted in such a manner as to minimise embarrassment or distress. As far as possible, staff will be the same sex as the pupil being searched and there will be a

witness. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex if a member of staff suspects a pupil is in possession of a banned item.

Searching without consent:

The Head of School or a member of staff authorised by the Head of School can search without consent of child or their parent/ carer if they have reasonable grounds for suspecting a child is in possession of an item on the prohibited list.

A member of staff must be the same sex as the pupil being searched; and there must be a witness (also a member of staff). However, if staff believe the child is at risk of serious harm if you do not search immediately then the search can be conducted on a child of the opposite sex but with a staff witness.

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 pupils, for example on school trips in England or Overseas.

During the search

The law states:

- The person conducting the search may not request the pupils to remove clothing other than outer clothing
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- It does NOT enable or allow an intimate search going further than that, which only a person with more extensive powers (e.g. police officer) can do.
- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Strip searching

A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE). More guidance is contained within the DfE advice to schools on [Searching, Screening and Confiscation \(July 2022\)](#).

The decision to undertake a strip search itself and its conduct are police matters. However, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

In order to ensure pupil's wellbeing, the school will seek to include an appropriate adult as a matter of course during all searches conducted by police in school.

Electronic Devices

If it is suspected that the device has been or is likely to be used to commit an offence or cause personal injury or damage to property, then data or files on the device can be examined.

This can be done under the powers of 'without consent' search if it is reasonably suspected to be used to commit an offence or cause personal injury or damage to property.

If inappropriate material is found on a pupil's device, the Designated Safeguarding Lead will decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Any material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an [extreme pornographic image](#) must not be deleted and must be given to the police as soon as reasonably possible.

The school may delete files or data if they believe there is good reason (it could cause harm, disrupt teaching or break the school rules) to do so and they are not needed to be given to the police.

After the search

Senior leaders can use their discretion to confiscate, retain or to destroy any item found so long as it is reasonable in the circumstances.

Any offensive weapon, controlled drugs, stolen items (unless low value e.g. Pencil cases), pornographic images that are a specified offence (i.e. extreme or child pornography) must be passed to the police.

The school will inform the individual pupil's parents/carers where a search has taken place, though there is no legal requirement to do so.

Recording searches

Any search by a member of staff for a prohibited item, items banned by the school rules and all searches conducted by police officers will be recorded by staff in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

Records of the search will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

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

Communication with Parents/Carers

The School aims to work with parents/carers: There is no legal requirement for the school to inform parents/carers before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.

Parents/carers should always be informed of any search for a prohibited item that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents/carers of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Complaints about searching or confiscation will be dealt with through the school's complaints policy and procedures.

Screening

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector. We do not have such devices.

The advice will be kept under review and updated as necessary.

Date of this policy	Spring 2023
Date for review	Spring 2025