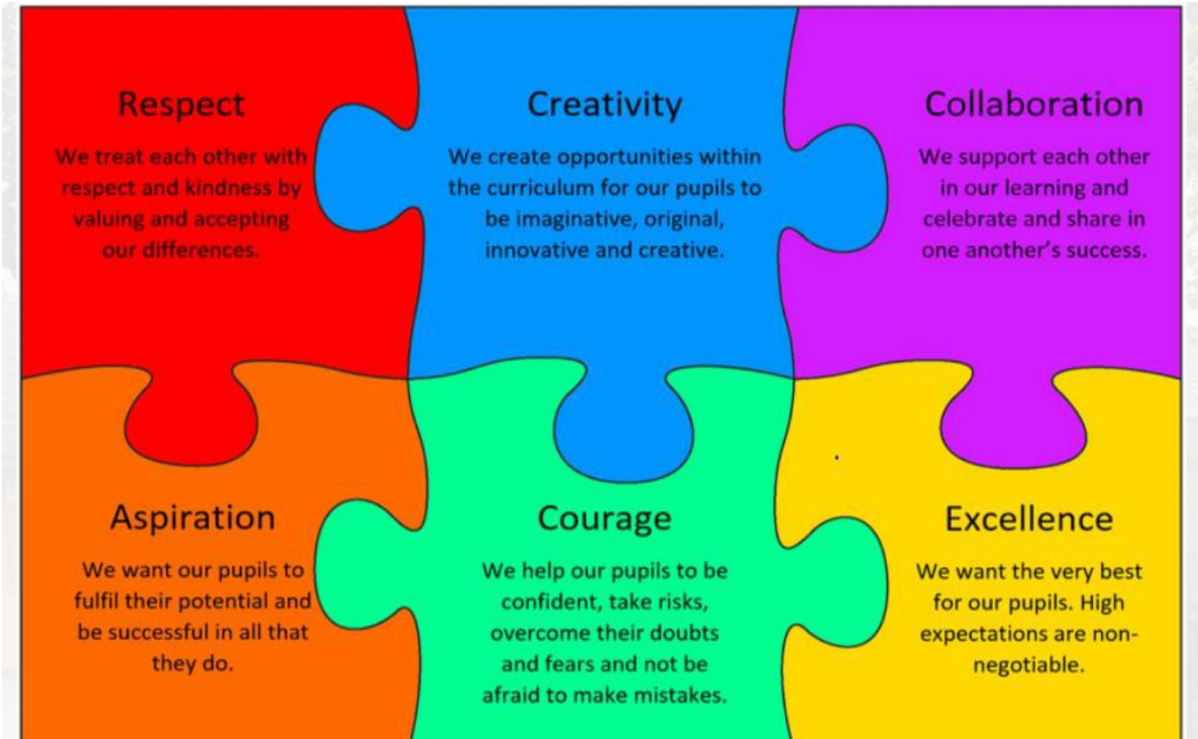


Randlay Primary School and Nursery

'Working Together as One'



Behaviour for Learning Policy

Policy written in September 2021

Review Date July 2022

Introduction

Our Behaviour for Learning Policy is designed to ensure that all young people at Randlay Primary School and Nursery have the opportunity to **learn, achieve** and **be successful**, but we also emphasise the need for every child to respect each other and those who work with them. Mutual Respect is one of the key values of our school. We also believe every child has a responsibility to respect the wider community and promote a positive image of the school. We want all this to happen within an inclusive community where 'Working Together as One' is our vision and where relationships are based on mutual respect.

The aim of this policy is to ensure that every child :

- Is involved in learning
- Achieves their full physical, intellectual, emotional and social potential
- Experiences and celebrates success

This means that everyone has a responsibility to ensure that:

- Learning is the priority
- Everyone shows respect, courtesy and consideration towards all members of the school community
- Everyone is honest, collaborative and co-operative with others
- Everyone follows the rules and procedures of the school.

All members of the school community are expected to contribute positively to the wider community by promoting a positive image of the school and demonstrating a high standard of behaviour in and out of school.

We believe that **the wellbeing of all members of the school community** is at the centre of our life in school and **the key to raising academic success**. This is supported by **high expectations for every child** and by developing personal awareness, creativity and social understanding.

We place a strong emphasis on trust, honesty, respect and tolerance through **a close partnership** between children, staff, governors and parents as an extension to family life.

We care about the whole person. We believe that we make a difference by **creating a safe, healthy and stimulating environment** of **quality provision** where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

Our aim is to raise children's aspirations and to widen their horizons through a **context rich curriculum** that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the local, British and global community. We see excellence in teaching and enjoyment in learning as the foundation for success in life.

Learning is strongest when those involved with learning commit energy, focus on a **real goal, do not give up** and **work hard** to overcome obstacles.

Above all, we aim to develop **positive, confident, reflective children** who:

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 rules 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.

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.

Respect

We treat each other with respect and kindness by accepting each others' values and differences

Aspiration

We want our pupils to fulfil their potential and be successful in all that they do.

Courage

We help our pupils to be confident, to take risks, overcome their doubts and fears, and not be afraid of making mistakes.

Creativity

We create opportunities within our curriculum for our pupils to be imaginative, original, innovative and creative.

Collaboration

We support each other in our learning and celebrate and share in one another's success.

Excellence

We want the very best for our pupils. High expectations are non-negotiable.

British Values

Randlay Primary School and Nursery 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.

Principles of Randlay Primary School and Nursery expectations

- Everyone has a right to feel safe at school. The staff at Randlay Primary School and Nursery are committed to ensuring that every child is protected from harm.
- Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
- It is everyone's responsibility to help make our school a happy and safe place where everyone can be a successful learner.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn.
- Everyone is responsible for his/her own behaviour for learning.
- Our expectations are for good behaviour for learning.
- Good behaviour for learning will be celebrated and rewarded.
- The education of the vast majority of children will be protected from disruption by a small minority of unacceptable behaviour.
- Unacceptable behaviour for learning will be met with consequences.

Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.

This policy includes the following aspects:

- 1. Day to day expectations of behaviour for learning**
- 2. Rewards and sanctions**
- 3. Multi-agency support for Pupils**
- 4. Behaviour beyond the school gates and school day**
- 5. Searching and Confiscation**
- 6. The use of reasonable force**
- 7. Pastoral Care for School Staff**

1. Day to day expectations for good behaviour

We have rules in our school because they provide a code about working and being together.

Rules:

To help protect and encourage, we have basic rules for our classrooms and outside. These are underpinned by our school **SMART CODE**

Speak politely and listen carefully.

Make sure you try your best.

Act safely, kindly and responsibly so that school is enjoyable for everyone

Respect and care for each other and the environment

Tell someone your worries

Our SMART code gives guidance for behaviour in and around school. These are the rules for pupils and all adults working in school. All teachers, TAs and adults around school are responsible for explaining the system for managing behaviour and implementing it consistently. Lessons should focus on this at the start of every term. Each class/ shared area should have a copy of the school SMART code clearly displayed alongside a set of agreed class rules.

Expectations of staff

We expect all staff to recognise:

- **Good behaviour** is an essential condition for effective teaching and learning to take place;
- **Effective teaching, learning and assessment** supports good behaviour;
- **High self-esteem** promotes good behaviour, effective learning and positive relationships;
- **Independence and self-discipline** is promoted so that each pupil learns to accept responsibility for their own behaviour;
- There must be a clear **consistent positive approach** to behaviour throughout the school on a daily basis;
- **Clear codes of expected behaviour** and positive feedback when pupils are behaving well must be communicated;

Respect for their own and each other's belongings and taking pride in our environment should be promoted at all times;

- Every pupil should be made to **feel valued** regardless of any disability, nationality, ethnicity, culture, gender or sexuality.

How adults at Randlay will therefore enable positive behaviour

As a school we believe in promoting positive behaviour for learning.

We will do this by:

- Good and outstanding teaching
- Regular marking to help every child make progress
- Giving rewards
- Having clear and consistent expectations
- Ensuring a pleasant, safe and stimulating learning environment
- Offering a wide range of extra-curricular activities

- Having high standards and high expectations
- Encouraging positive relationships

All staff have the responsibility of ensuring that these key features are promoted throughout the school day. (*See Staff Code of Conduct*).

Behaviour for learning

Pupils need to know where they are in their learning and what they need to do to improve their learning. The *Teaching, Learning and Assessment Policy* and *Marking and Feedback Policy* set out how adults involve pupils in their learning through self and peer assessment and marking that provides guidance to pupils when returning to and improving their work. Feedback is given outlining next steps for pupils. Pupil Voice is an integral part of daily teaching and learning and all staff are responsible for supporting pupils to articulate their learning, in relation to their understanding of the lesson content, their own personal strengths and next steps.

Pupils take great pride in their work and their books are well cared for.

Preparing for School

Our expectation of all pupils is that they will:

- Be punctual
- Be ready to learn with a positive attitude
- Allow all other members of the class to learn and the adults to support learning
- Bring the right P.E. kit, reading book and diary and homework book every day
- Be dressed smartly in correct school uniform

Attendance

As a minimum we expect every child to have an attendance of 96.5%

Attendance below **90%** will affect your child's learning, progress and achievement and is classed by the Government as being persistently absent. School monitors each child's attendance alongside the School's Education Welfare Officer. Good attendance is celebrated while action is taken to address poor school attendance.

Punctuality

Being on time is extremely important. If a child is late it affects their own learning but it also affects the learning of others. The school doors open at 8.45am and school, formally starts at 9.00 am when the class register is taken. Any children arriving after this time will be marked as late.

In the classroom

The classroom is for learning and, therefore, we expect every child to:

- Be punctual
- Remove coats and put things away without being asked
- Take out books and equipment quickly
- Settle to work straight away so that all pupils can learn

We believe that **everyone** in the classroom has the right to learn and achieve.

We expect every child to:

- Listen, without interrupting
- Follow instructions
- Do their **best** and let others do the same
- Encourage others to do well
- Be polite
- Request help from an adult appropriately

Around school

We all want to work in a school which is clean, pleasant, and safe. We expect every child to help by:

- Walking not running to keep safe
- Looking after the building and outside areas
- Respecting displays
- Playing outside in a safe manner which enables all other children to have a happy playtime

Behaviour towards others

At all times in school we expect every child and adult to:

Treat other people with respect and consideration

This means:

- Being friendly and showing good manners
- Treating other people the way you would want to be treated
- Respecting other people's feelings
- Respecting other people's property and the school environment

As a school we will not accept:

- Refusal of requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, all types of bullying, threats and intimidation.
- Racism, homophobia, transgender or sexist discrimination including name calling.
- 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

2. Rewards and sanctions

There is a hierarchy of rewards that we can use to encourage and reinforce appropriate behaviour for learning.

Rewards

- We believe that good behaviour should be consistently rewarded in the following ways:
- Staff may give **rewards** or **small privileges** to pupils who behave consistently well and to pupils who otherwise have made a special effort to do so. These may include a pupil doing something first; being given a task to do that the pupils enjoys doing; showing their work to other members of staff; being asked to represent their class or receiving a sticker or small prize.
- Where possible, **pupils are involved** in determining who is rewarded.
- When appropriate, staff will reward a whole group for their **co-operative support** of individuals or each other, for good behaviour or achievement.
- Exemplary behaviour or achievement will be acknowledged with an entry into **the 'Golden Book'**.
- Stars in class when good work/behaviour is shown.
- Stars in class which accumulate to awards when star charts are filled.
- Star charts taken home when chart filled and children choose prize from class prize box.
- House points for good work/behaviour
- House points earn a marble for the jar for their house.
- These accumulate to end of term trophies and rewards for winning house through choosing class treat.
- Gold stars given by Headteacher when particularly special work is completed or behaviour is exemplary.
- Phone calls home/ Talking to parents
- Book nominations linked to our six core values celebrated in assembly
- Postcards home linked to the above
- Golden book nominations
- Golden time on a Friday.

Golden Time

Golden time is planned on a Friday afternoon in all year groups. The sessions last for about 25 to 30 minutes and take place on a Friday afternoon.

Pupils earn their golden time by:

- Completing their homework
- A comments/adherence to home reading log

Good behaviour during the week

If the above is not achieved, the pupil will lose some of their golden time and will have to complete their homework and/or reflect on their behaviour.

Pupils can select from a range of activities selected by the teacher. These will depend upon the year group. The activities are carried out in a calm and purposeful way so that all pupils are safeguarded and enjoy the session.

These activities can include:

- Art and craft (including playdough)
- Construction
- Role play and small world
- Computers and ipads (Pupils using computers and ipads can only use agreed websites and pupils using ipads need to be seated at a table).
- Board games
- Colouring, drawing and writing activities

Pupils in Y6 may be given different options to younger year groups for example – time outdoors to participate in a specified activity.

Sanctions

'**Negative consequence sanctions**' (see appendix C) are used fairly and consistently when a child displays inappropriate behaviour:

- 1st verbal warning - reminder of rules and expectations.
- 2nd verbal warning –explaining consequences of further poor behaviour. Choices given.

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

- Name moved down on class behaviour chart – coloured grid
 - Moved to another table within the classroom.
 - Moved to another classroom with work for a fixed amount of time
 - Loss of Golden Time
 - Loss of privilege
 - Referral to a member of the Senior Leadership Team
 - Phone call to parents/carers after school to discuss behaviour and/or attitude to work
- 10
- Phone call to parents/carers to ask for them to come into school to support the ongoing situation (this decision can be made by any member of the Senior Leadership Team).

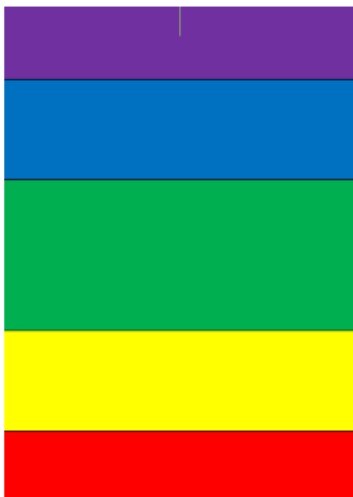
Pupils will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable amends.

We believe that most unacceptable behaviour should be dealt with by the pupil's own class teacher using the strategies listed above. However, with persistent or extreme behaviour the pupil should be referred to a member of the Senior Leadership Team (SLT) who will provide immediate additional support. **A termly Behaviour Log** is kept of pupils who have needed to be sent to the SLT. This also sets out the support given to each pupil.

Behaviour Chart in Class

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

A simplified version of the chart is used in EYFS.



The chart used from Year 1 - Year 6.



Encouraging 'Outstanding' behaviour at lunchtimes and playtimes:

At playtimes and lunchtimes there is a high ratio of staff to pupils. The school SMART code is on display in the playground and it is expected that all pupils adhere to this. Lunchtime supervisors should be proactive in expecting good behaviour at all times, checking children are walking within the building, speaking respectfully to one another and adhering to the SMART code at all times whether within school or on the playground. Lunchtime supervisors and those on duty should interact with children to encourage this and ensure all playground zones are patrolled.

Sanctions which may be applied at breaktimes/ dinner times

Lunchtimes

At lunchtimes we expect every child to abide by all the school rules and it is the role of the supervisor to oversee this and to encourage this. They should be proactive in discussing the rules with children as and when whilst referring to them when they have not been adhered to. Parents of children who cannot follow lunchtime rules may be asked to take their child home for lunch.

The SMART code should be adhered to at all times. If children are observed not following it then they should be verbally reminded in the first instance. If persistent behaviour is seen then the child may be asked to hold hands with a lunchtime supervisors/adult on duty for a period of 10 minutes whilst positive discussion about expectations will take place. A behaviour book system is also used by the lunchtime supervisors and members of staff supervising playtimes. Lunchtime staff use green books bound to record any incidents of poor behaviour at lunchtime or playtime. Incidents should be told to the class teacher at the end of a breaktime. These are then logged onto the CPOMS system by the Headteacher/senior leaders if necessary. These are monitored by senior leaders on a weekly basis so that any patterns of behaviour can be identified and acted upon. This means that behaviour can be quickly addressed by school leaders. There may be a need to contact parents/carers if behaviour is regular

- All children are expected to follow the Playground Rules
- If child is observed not following SMART code then lunchtime supervisor/duty staff will verbally remind child of expectations.
- If this persists then child will be asked to walk around at playtime holding the hand /alongside the lunchtime supervisors/duty staff.
- If aggressive/violent behaviour has been displayed then a discussion should be had with child/children AND a senior member of staff should be informed.
- If aggressive/violent behaviour has been shown then child/children may miss playtime/dinnertime of that day or the next day.
- Child may be asked to miss playtime /breaktime for a longer period (eg week) if aggressive behaviour is seen on more than one occasion within a week period.

If there is a physical altercation between pupils at lunchtimes/ playtimes this will immediately be referred to the schools leadership team. These are then logged onto the CPOMS system by the Headteacher/senior leaders if necessary. These are monitored by senior leaders on a weekly basis so that any patterns of behaviour can be identified and acted upon. This means that behaviour can be quickly addressed by school leaders. There may be a need to contact parents/carers if behaviour is regular poor behaviour at breaktimes happens.

Support and monitoring for children with challenging behaviours.

(This works alongside the school Safeguarding Policy)

We work with a range of strategies for promoting good behaviour for all pupils. 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 and providing an alternative to their unacceptable behaviour
- discussions with the pupil about why the behaviour is unacceptable and explaining the consequences of further poor behaviour, giving choices.

At their regular meetings, staff or lunchtime supervisors can identify pupils who have had difficulties on the playground in the previous week. These pupils join the **lunchtime nurture group** for a number of days or up to a week. This gives them the opportunity to consider their feelings and actions and discuss these with an adult.

Agreed targets and **reward charts** are developed with class teachers or members of the SLT.

If appropriate, a behaviour **book** may be used, which involves the parents/carers in supporting school to modify their child's behaviour. The pupil will agree to specific, achievable behaviour targets over a limited period of time (usually 2-3 weeks). Their behaviour for each day is logged in the behaviour book and discussed to keep parents/carers informed. If appropriate, a reward may be agreed upon the successful achievement of the targets. After the agreed period, the pupil's behaviour is reviewed. One to one friendship or playtime session support with one of **the Pastoral team/ TAs/SLT**.

Additional interventions will be considered including:

- Additional adult support
- Nurture group support
- Completing a Common Assessment Form (CAF)
- 0-25 Referral
- Advice from the Behaviour Support team or other external agencies (e.g. LSAT or Educational Psychologist)

Formal meetings, with parents/carers and other agencies, when appropriate, will be arranged by the Head teacher to consider the best ways forward.

Consideration of a request for a statutory assessment on the basis of social and emotional support.

Use of **The Sensory Room** to support pupils to self-regulate their behaviour and calm down. A log to monitor use of The Sensory Room is kept by the Pastoral Team and reviewed on a half-termly basis. Adults who escort pupils to The Sensory Room are responsible for recording names in the SLT Sensory Room log,

There may also be very rare occasions, where behaviour is so serious that it warrants a serious sanction, for example the missing of a school trip or missing representation at a school event. Also, if a child's behaviour is causing concern over a period of time, they may not be taken on school visits if it is felt that it is not safe to do so. This decision will not be taken lightly and will be a joint leadership team decision. Parents will be informed of why it is felt that it would be unsafe to take a child on a visit.

Any children with specific behavioural difficulties should be identified alongside the school SENDCO and advice sought for professional should the need arise. These children should also be given an IBP to ensure that their behaviour is managed according to their individual needs. This plan should be shared fully with all school staff who come into contact with the child and their parents.

Racism, Homophobic and Transphobic Language:

Any incidents which fall into this category will be noted in the school logs as well as onto the CPOMS system. The protocol for dealing with incidents of this kind is explained in the protocol for dealing with racist/ homophobic and transphobic issues. The Headteacher is trained in the identification of racist incidents .

Bullying:

Any incidents of bullying (or suspected bullying) are maintained in the bullying log in the headteacher's office. This is also logged onto the school CPOMS system. A separate policy outlines the school's approach to bullying.

Leaving the classroom or school grounds without permission (see Appendix 1)

The law and legal framework concerning missing or runaway children states;

“Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child’s welfare (Children Act 1989 s3 (5)). It is likely to be “reasonable” to inform police, or children’s services departments, and if appropriate, their parents, of the child/young person’s safety and whereabouts.”

If a pupil runs out of a class, we will establish where he or she has gone. Teachers will not run after them but will send a message to the office/ pastoral TA for adult support. A watchful eye will be kept on any child who has taken him/ 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 that a pupil has left school and is at risk.

A right to learn:

We believe that every child has the right to learn, if a child is disruptive, they may be withdrawn from lessons to work in another classroom. In these cases, wherever possible they will follow the same programme of work as the rest of their class but will work in isolation in silence. Internal exclusions are given as a consequence of behaviour such as:

- Disruption to lessons
- Foul or abusive language towards other pupils or staff
- Bullying
- Refusal to follow school procedures (defiance)
- Threatening behaviour
- Damage to property
- Anything illegal being brought into school, including weapons, drugs or stolen items
- Abusive or foul language to anyone
- Damage to property, including graffiti

3. Multi agency support

Additional Courses of Action

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

- Consultation between staff, including the Headteacher and SENCO to look at interventions, including CAF/TAC, Behaviour Support, Adult support, referral to Fair Access Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.
- A school-based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be an Individual Behaviour Plan and will form part of provision management
- Advice from, or referral to the Behavioural Support Team or other external agencies (e.g. L.S.A.T. or E.P.)
- Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

Assessment and reporting

- Where a child's behaviour is observed as unacceptable on a daily basis, staff will complete a behaviour log for that child.
- Following any incident where a child is aggressive towards another child or a member of staff, this is noted on CPOMS and a senior leader is informed.
- Where a child has received a range of interventions from the school and this has not resulted in improvement, the school will seek guidance and support from the Fair Access Panel.

Fair Access Panel (FAP)

FAP meet every month and consist of a group of experienced staff, including; Headteachers, Behaviour Support, Educational Psychologist, staff who lead and manage the Linden Centre, Pupil Referral Unit for Key Stage 1 and 2 (PRU) and any other specialist staff. The school work with parents to present evidence about the difficulties that a child is having and the strategies that have already been tried. The school will ask FAP to recommend the next steps for support. This may include, an intervention period of 12-16 weeks at the Linden Centre PRU, support in school by Inclusion Mentors, modified timetable and many other packages of support. During this time, parents are kept fully informed of the recommendations and the time scale for re-integration back into mainstream schools, if this is appropriate.

Modified Timetable

In order to prevent exclusion, the school may suggest a modified timetable. This is a reduced amount of time spent in school, work is provided by the school and the child completes this at home. Paperwork must be completed by the school and signed by the parents before this can happen. A review date is set, with the intention that the child is integrated fully back into school. All paperwork has to be sent to the LA.

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, 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.

2. The power to discipline beyond the school gate (Appendix 2)

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.

3. Searching, Screening and confiscation (Appendix 3 – further guidance on DFE publication January 2018)

The Headteacher, Deputy Headteacher and senior members of staff 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, tobacco and cigarette papers, fireworks, pornographic images or stolen items. School staff can seize any banned or prohibited item found as result of a search or is considered to be harmful or detrimental to school discipline.

See Appendix 5 for Confiscation record.

4. Physical Intervention

We follow the MAPA philosophy of physical intervention. Physical intervention is only used as a last result, where without it serious harm could occur. The use of physical intervention is very rare and is, wherever possible avoided. We follow the current legislation in regard to the use of 'Reasonable Force' (see Appendix 4 – DFE guidance)

Some staff in school have been MAPA de-escalation trained, which allows them to de-escalate situations without the need for physical intervention. We may also use scripted interventions to support with this. (See Appendix 5 for scripted intervention). See also Top Tips from Paul Dix Appendix 5a.

There may be occasions where the use of physical restraint is appropriate by trained members of staff in MAPA; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. Senior staff and a variety of teachers, TAs, Lunchtime supervisors, and After-school club/breakfast club staff are trained in safe ways to restrain children (MAPA). Their training is refreshed annually in line with MAPA guidelines

The full MAPA hold staff in school are:

Mrs Victoria Mantle

Mrs Vikki Jones

Mrs Sian Spink

Mr Coackley

Miss Parkinson

4. Pastoral

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.

Resources available in school

- Behaviour strategy sheets personalised for individual children
- Star of the Week certificates
- Star charts
- Stickers

Outside Agency Support

- CAMHS
- Behaviour Support Service
- Attendance Support – Modified Timetable
- Support from LA through FAP
- Family and Education Support Worker
- Linden Centre Pupil Referral Unit

Further reading and guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

http://www.ico.gov.uk/for_organisations/data_protection.aspx
<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>
<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>
<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>
<http://www.homeoffice.gov.uk/publications/police/operational-policing/pacecodes/?view=Standard&pubID=810826> 16

Appendix 1. Protocol for a child going missing from school during the school day

This relates to young people going missing on their way to, or going missing from school it does not involve young people who are failing to attend for any other reason.

- When a child goes missing on their way to school there should be clear procedures in place to follow up on their whereabouts. This should include robust registration procedures so that at the earliest opportunity parents/carers can be informed at once should their child not turn up at school. If there are concerns about 'Children Missing Education' a referral should be made in the first instance to 'childrenmissingeducation@telford.gov.uk' and the Attendance & Pupil Tracking Officers will guide any person making an enquiry through the referral process.
- All relevant contact numbers are on the system, parents are contacted as part of the first day absence procedures. These numbers must be kept up to date, if parents notify of a change.
- Registers should always be up to date and each child's attendance recorded accurately. This includes and is especially important during afternoon registration.
- Any pupil who is absent and has attendance below 90%, is on a TAC(Team Around the Child), TAF(Team Around the Family) or CAF(Common Assessment Framework) plan or is subject to a CP(Child Protection) Plan or Care plan should be highlighted to a senior member of staff immediately, so that they can liaise with agencies involved with the family in the first instance.

- Any pupils who are persistently late are sent letters to highlight this. Any pupils arriving after 9.30am and therefore receiving an unauthorised mark are followed up by the Education Welfare Officer.
- Police do not normally record or investigate reports of absences that are clearly truanting. Each case will need to be assessed on the known risks and whether the absence is out of character for the child.
- If a child's absence is reported to the police they will be treated as a missing person; it is therefore important that all reasonable efforts to trace a child should be made first. This could include school staff and trusted older pupils or hosts at the school in appropriate cases.
- If a pupil goes missing the Clerical Assistant or Administrator will inform a senior member of staff, who will in turn contact parents/carers and agree who is the most appropriate person to be notifying the police to report the pupil as missing. This will usually be the parent, however, if it is felt that concerns related to the home situation then the school should also be contacting the police to report the incident.
- All school staff should be aware of these procedures and follow them rigorously to ensure the safety of school pupils whilst also enhancing the expectations and reputations of the school.
- All pupils should be reported to the police as missing by the end of the school day if not located AND the school have been unable to contact the parents/carers.
- If you are not sure if a child should be reported to the police as missing then telephone them for advice.

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 in Dawley 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.

Appendix 3 – Taken from DFE advice January 2018 on Searching, screening and confiscation

The Headteacher, Deputy Headteacher and senior members of staff 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, tobacco and cigarette papers, fireworks, pornographic images or 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. They then need to decide how to dispose of these items – further advice can be found in the aforementioned document.

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 can be searched for? What the law says:-

1. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury or damage to property and any item banned under school rules. (These are referred to as prohibited items).

Can I search?

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

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

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

When can I search?

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

Authorising members of staff

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

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

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

Location of a search

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

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

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.
- Where a member of school staff finds tobacco or cigarettes papers, these will be given to parents.
- Fireworks will be disposed of or given to parents (if they are over 18).
- If a pornographic image is found the member of school staff will follow the Child Protection and Safeguarding policy and ensure that all images are given to the police.

Electronic devices:

Where the member of staff conducting the search finds an electronic device that is prohibited in school, or that they feel has been used to or will be used to commit an offence/ cause personal injury or damage they may examine data or files. There is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search. At this school on no occasion will any files be deleted from an electronic device. If there is anything which causes concerns e.g. in relation to

sexting/ pornographic images these will be dealt with in line with the school child Protection and Safeguarding policy.

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 a form 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.

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 experts³ 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)

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 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.