

Behaviour and Relationship Policy

CAPTAIN WEBB PRIMARY SCHOOL

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CAPTAIN WEBB PRIMARY SCHOOL

BEHAVIOUR AND RELATIONSHIP POLICY

We have a duty under the *Schools Standards and Framework Act 1998* to have in place a behaviour policy that is consistent throughout the school. We believe we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. As a school, we aim to foster positive behaviour in our pupils and encourage them to take an increasing responsibility for managing their own behaviour. We want a school where children can and want to learn, and where teachers provide necessary support for those pupils who find managing their own behaviour especially difficult. As a school, we recognise that behaviour management is the responsibility of all members of staff and our behaviour policy is regularly discussed and reviewed. We strongly believe that a positive approach is far more effective than a negative one. All staff avoid negative comments and use praise as often as possible to raise children's self-esteem and encourage positive, self-regulated behaviour throughout our school. Behaviour management is monitored as part of the schools Self Evaluation procedures.

Purpose

The purpose of this policy is to:

- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour of pupils;
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education;
- Regulate the conduct of pupils;
- To develop an ethos of mutual respect & understanding through a set of **Golden Rules** that apply to **everyone**;
- To have a clearly structured behaviour plan that is applied throughout the school in a consistent manner;
- To deal with inappropriate behaviour quickly & efficiently;
- To keep parents well informed about the behaviour of pupils;
- To foster an atmosphere of mutual respect and support with the implementation of the behaviour plan.

This policy has been developed after consultation with staff over a series of staff meetings related to managing behaviour and taking on board pupil voice through consultation with the Student Council.

Leadership and Management

Responsibility of the Governing Body

The Governing Body has:

- Responsibility to ensure that the school complies with this policy
- Delegated powers and responsibilities to the Head teacher to ensure that school personnel and pupils are aware of this policy
- Delegated powers and responsibilities to the Head teacher to ensure that all visitors to the school are aware of and comply with this policy
- Appointed a co-ordinator for behaviour and discipline to work with the Head teacher
- The duty to support the Head teacher and school personnel in maintaining high standards of behaviour
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents
- Nominated a link governor to visit the school regularly, to liaise with the Head teacher and the co-ordinator and to report back to the Governing Body
- Responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head teacher – (Mrs Sarah Passey)

The Head teacher will:

- Determine the detail of the standard of behaviour that is acceptable to the school
- Ensure all school personnel, pupils and parents are aware of and comply with this policy
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
- Promote good behaviour by forging sound working relationships with everyone involved with the school
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- Ensure the health, safety and welfare of all pupils in the school
- Work with the school council to create a set of school rules that will encourage good behaviour and respect for others
- Work closely with the link Governor and coordinator
- Provide guidance, support and training for all staff
- Monitor the effectiveness of this policy
- Annually report to the Governing Body on the success and development of this policy

Role of the Behaviour Lead – (Chris Pilling)

The designated Coordinator is Chris Pilling (Assistant Head)

The Coordinator will:

- Lead the development of the policy throughout the school
- Work closely with the Head teacher and the nominated governor
- Provide guidance and support to all staff
- Undertake monitoring activities that focus on reviewing behaviour
- Track pupils through behaviour plans when the need arises
- Create links with parents
- Annually report to the Governing Body on the success and development of this policy

Role of the Pastoral Support Manager – (Gemma Boden)

- Support pupils' social and emotional wellbeing
- One to one interventions to support behaviour
- Safeguarding lead
- CAFs and TACs for pupils with social and emotional needs
- Monitor children's behaviour in class and on the playground
- Support pupil's behaviour at lunch times
- Support teachers in the event of severe behaviour that puts others at risk of harm

Role of the Nominated Governor – (Mark Chetwood)

The Nominated Governor will:

- Work closely with the head teacher and the Coordinator
- Ensure this policy and other linked policies are up to date
- Ensure everyone connected to the school is aware of this policy
- Report to the Governing Body every term
- Annually report to the Governing Body on the success and development of this policy

Role of School Personnel

All school personnel are expected to:

- Comply with all aspects of this policy
- Encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently
- Promote self-discipline amongst pupils
- Deal appropriately with any unacceptable behaviour
- Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- During unstructured times such as playtimes, provide a range of equipment to play with, ensure this is taken out and put back carefully and tidily, structure and guide positive group games, monitor and interact with children and de-escalate any behaviour issues using the Behaviour Plan set out in this policy

- Record details of any behaviour issues reported during lunchtimes, how they have been dealt with and any consequences that have been put in to place in the class playtime behaviour book
- Sign and date details recorded in the class playtime behaviour book
- Deal appropriately with issues that have arisen during playtimes, referring to the Golden Rules, Behaviours and Consequences and Behaviour Plan set out in this policy, contacting relevant parents via class dojo to inform them of what has happened and the action that has been taken
- Inform the Head Teacher, Deputy Headteacher or Behaviour Lead of any incidents that have been reported during playtimes and the action that has been taken
- Attend periodic training on behaviour
- Ensure the health and safety of the pupils in their care
- Report all incidents of discrimination to the Head teacher or coordinator

Lunchtime Supervisors are expected to:

- During unstructured times such as playtimes, provide a range of equipment to play with, ensure this is taken out and put back carefully and tidily, structure and guide positive group games, monitor and interact with children and de-escalate any behaviour issues using the Behaviour Plan set out in this policy
- Report to the class teacher details of any behaviour issues that have occurred, how they have been dealt with and any consequences that have been put in to place
- Sign details given to the class teacher in the class playtime behaviour book

Role of Pupils

Pupils are expected to:

- To be aware of and comply with this policy
- Be polite and well behaved at all times
- Show consideration to others by listening carefully to them and helping if necessary
- Make suggestions about the school behaviour via the school council
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school

Role of Parent/Carer

Parents/Carers are encouraged to:

- Comply with this policy
- Have a good honest working relationship with school personnel
- Support the school by ensuring their child understands and values the meaning of good behaviour and by reinforcing and standing by the sanctions applied by the school.

School Systems and Social Norms

Principles

As a school we have agreed on the following principles when dealing with unacceptable behaviour:

- Adults will act as positive role models for children at all times in the way they interact with each other & children
- Adults will not shout at children
- Adults will not humiliate or embarrass children
- Adults will not 'Label' children as 'naughty' or but will refer to 'behaviour' which can be changed in order to improve
- Adults will seek ways to support children who find it difficult to manage their own behaviour, including those with SEND or Social and Emotional needs.

School Rules and Expectations

As a school, we feel that it is vital that there is a consistent approach to behaviour management if it is to be successful. Therefore, we have devised a whole school behaviour plan that applies to everyone in our school & will be applied consistently by all members of staff.

In our school everybody has a responsibility to abide by the rules so that we are all **READY, RESPECTFUL & SAFE**.

- We are always **ready** to learn: We listen, we are organised and we follow instructions.
- We **respect** each other and each other's property.
- We keep ourselves and each other **safe** and happy with kind words and gentle hands.
- We always try our best.

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The **READY, RESPECTFUL & SAFE** rules are displayed in each learning space and referred to by staff in conversations around conduct.

Our behaviour plan is based on **Rewarding Positive Behaviour** & discouraging inappropriate behaviour through a carefully planned rewards & consequences structure.

The plan is structured to help adults to deal with inappropriate behaviour in a way that minimises the impact on the other pupils and reduces the loss of teaching and learning time to an absolute minimum.

Rewards and Consequences

We believe strongly that appropriate behaviour should be rewarded in order to promote the positive ethos of the school. Positive praise is often the easiest reward to give and often the most effective.

We use a toolkit of rewards and consequences across the school, adapting their use to individuals and class groups to encourage and reinforce our expectations of behaviour.

Rewards

Stickers can be awarded by any member of staff for anything that they feel demonstrates positive behaviour or attitude and at any time throughout the school day.

Head Teacher's Awards are given to those children who have made an exemplary effort in their work. Anyone, staff or pupil can nominate a child for a head teacher's award.

Headteacher Postcards can be sent home by the Headteacher to reward excellent behaviour.

Specialist Teacher Awards Crossbar award 'Star Player' for excellent behaviour and sportsmanship at the end of every lesson. Our Music teacher awards 'Star Musician' badges to members of each class at the end of each half term.

Golden Wristbands are given out 'on-the-spot' for excellent attitude, behaviour, perseverance or progress. They are noticed and celebrated by all staff when noticed.

Dojo Reward Dojo points can be given out in a child's classroom by their teacher. Dojo points are given out in increments of 1 only. When a child reaches 50 Dojo points, a message is sent home to their parents/carers to inform them that they can wear non-uniform the following day.

PomPom rewards are given out in KS2 for whole class adherence to behaviour expectations and routines. When the class jar is full, a reward is chosen randomly from a selection of reward ideas that the class has chosen together.

Teacher Certificates can be awarded for outstanding behaviour by a child's teacher.

Dojo Messages can be sent home to a child's parent or carer at the end of the day to share excellent behaviour, effort or progress.

Consequences

EYFS – To correct behaviour, in the first instance gentle reminders and clear explanation of what is expected is issued verbally. If needed, a warning follows. If a child chooses not to correct their behaviour, reflection with an adult occurs during a short session of 'thinking time'.

In addition, behaviour can be addressed through adult modelling, verbally issuing reminders, warnings, or with redirection to a different activity.

Where more severe behaviour occurs, staff seek to understand the reasons for the behaviour. Responses may involve social stories, a phone call home, continuous meeting with parents, adults reflecting on causes, hot spots identified, reflection on the child's environment, coregulation with a member of staff or addressing issues through the curriculum.

KS1 and KS2

'Negative Consequence Sanctions' are used fairly and consistently when a child displays

inappropriate behaviour.

First, a verbal reminder/warning is issued with a reminder of rules and expectations.

If the behaviour is not corrected a second verbal warning is issued, explaining the consequences of further poor behaviour. Clear choices are given by the adult.

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

- Pupils may be moved to a different table within the classroom;
- Pupils may be moved to another classroom for a short amount of time;
- Loss of privilege/responsibility (e.g. minutes from playtime, lunchtime clubs);
- A phone call made to parents/carers to discuss behaviour and/or attitude;
- A phone call made to parents/carers to ask them to come into school to support the situation (this decision can be made by any member of SLT).

Pupils will always be given a chance to consider and change their behaviour. They will be encouraged and supported to 'make things right' and apologise to other children and/or staff, to show they can keep to the school rules or to make other suitable amendments.

We believe that most unacceptable behaviour should be dealt with by the pupils' own class teacher using the strategies listed above. However, with persistent unacceptable behaviour, support from SLT may be required.

After school detentions may be used for persistent unacceptable behaviour. Parents/carers will be informed of these via phone. Suspensions and permanent exclusions are only issued rarely and as a final resort where all other forms of support have been exhausted.

Behaviour Curriculum

We begin each year by discussing the School Rules, Code of Conduct and Behaviour Expectations with all children in a Behaviour Week. This ensures that all children begin a new school year with a clear understanding of what is expected in our school (See Appendix 2).

Behaviour is also taught throughout the curriculum and through targeted curriculum events such as:

- PSHE lessons;
- Online Safety is taught during Computing lessons where appropriate;
- Online Safety Week;
- Anti-Bullying Week.

Implementation

The behaviour curriculum is taught explicitly during the first week of the school year alongside the National Curriculum. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching strategies.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching of the behaviour curriculum during the first week of term (PHSE)	On going revision through 1 x assembly	Explicit teaching of the behaviour curriculum during the first week of term (PHSE)	On going revision through 1 x assembly	Explicit teaching of the behaviour curriculum during the first of term (PHSE)	On going revision through 1 x assembly
Focus Assemblies x2	1 x 10-minute lesson a week focusing on an area that is appropriate for each class.	Focus Assemblies x2	1 x 10-minute lesson a week focusing on an area that is appropriate for each class.	Focus Assemblies x 2	1 x 10-minute lesson a week focusing on an area that is appropriate for each class.
Daily through recaps and constant modelling and reminders	Daily revision at the stated times of day i.e. lunchtime- Member of staff reads and reminds children of the expectations for lunchtime	Daily through recaps and constant modelling and reminders	Daily revision at the stated times of day i.e. lunchtime- Member of staff reads and reminds children of the expectations for lunchtimes	Daily through recaps and constant modelling and reminders	Daily revision at the stated times of day i.e. lunchtime- Member of staff reads and reminds children of the expectations for lunchtime

(This may change as directed by SLT following observations if it is decided that an area needs focusing on through monitoring)

This should include regular quizzing to check and strengthen retention. Teachers will also model and demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term) For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will this content.

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils ages and may be applied differently depending on individual pupils SEND needs. Sensitivity must be applied at all times teaching the curriculum.

Curriculum content is covered in depth in Autumn Term 1 and revisited throughout the year. Pupils should know the three behaviour expectations in school and be able to recall these instantly. These are to:

- Be respectful
- Be ready

- Be safe

Pupils should be able to give examples of these three principles which may include:

Be respectful	Be ready	Be safe
Say please and thank you Hold doors open for people Talk kindly to other pupils Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow instructions given by staff members Tidy up own workspace and ensure the classroom is tidy	Always listening and watching the adult for instructions so you know what is expected of you. Respond to instructions immediately so no learning time is lost Settle quickly when returning from breaktime or lunchtime to the classroom	Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical Using calm and respectful tones when we communicate

Our Routines

Fantastic Listening

Staff use a SILENT SIGNALLER to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and respond with STAR.

- S -Sitting or standing up straight
- T – Tracking the teacher
- A- Attention at all times
- R- Respect towards others

Fantastic Walking

We walk around school using FANTASTIC WALKING

Fantastic Walking is –

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting

Pupils understand we use Fantastic Walking to keep everyone safe and to make sure the learning of other children the learning of other children is not disrupted as we move around school.

Behaviour Logs

CPOMS is used for logging significant incidents or concerns relating to a child's behaviour, whether it

be from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues. It is the class teacher's responsibility to ensure incidents are logged. Class Dojo is used to record and monitor gained and lost dojo points.

Inclusion

It is important to note that as a school we recognise that there are some pupils who have significant behaviour difficulties for whom this behaviour plan may not be appropriate. These children will have an IBP (Individual Behaviour Plan) (appendix 1) and Risk Assessment if necessary. An IBP plan will contain individualised targets which should move a child towards the expected level behaviour in achievable steps. IBPs should be reviewed regularly by class teachers and the SLT, achievements celebrated and further progressive targets set. Where a child is finding it difficult to achieve the targets that have been set for them, teachers will be supported by the SLT in further strategies to support the improvement of the child's behaviour before producing an IBP.

These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the behaviour lead/class teacher, so that there is mutual understanding about any individualised sanctions or agreements that are put in place. The class teacher will also arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

Children with serious or repeated behaviour difficulties may need to have an individual plan in accordance with the Special Needs Code of Practice. We may ask for an assessment from our Educational Psychologist or with agreement from parents or carer, refer to CAMHS. If assistance is required, consultation with our SENCO, Chris Pilling, will take place.

Informing parents

Parents play a very important role in behaviour management. New parents are given a copy of the Behaviour Plan and its use and purpose. Parents are encouraged to share any concerns that they have about behaviour with the school through contact with the Behaviour Leader, Class teachers, Parent Governors or by contacting the Head teacher directly. If a child is involved in a behaviour issue, parents and carers are contacted on the same day, either via ClassDojo or via a phone call if appropriate.

Confidentiality

It is very important to remember that all incidents should be treated as confidential. If parents approach TA's or lunchtime supervisors for information regarding an incident at school they must direct them to the Behaviour Leader, Class teacher or Head Teacher.

Physical Contact

Physical Contact is a key part of a positive relationship; touching a pupil might be appropriate or necessary when:

- Comforting a distressed pupil
- A pupil is being congratulated or praised
- Holding a hand for support or control when moving around school

- Demonstrating exercises/techniques during, for example music or PE lessons
- To give first aid

Pupil Voice

We have a group of elected school councillors, one from each class, who hold office for a year. Children can be nominated by their peers or put themselves forward to become the class representative. Each child then must make a short presentation to the class stating why they think they would make a good school councillor. The class then vote, by secret ballot, for their chosen representative. Councillors meet regularly with the Behaviour Leader and with the Head teacher to discuss a wide range of issues. Councillors are encouraged to bring any concerns from class members to the attention of the School Council for discussion. The School Council has an important role in the decision-making process for school improvement, including the school's Golden Rules and the Behaviour Policy.

Transition times/Moving around school

It is expected that when children are moving around school as a large group that they walk on the left hand side in single file in a pre-arranged line order. It is all staffs' responsibility to ensure this happens.

- All children must be escorted to and collected from the playground by the class teacher, both at break time and lunchtime. Each class teacher must wait on the playground until the Teacher or Lunchtime supervisors who are responsible for the playground duty arrive on the playground. It is essential that ALL children are delivered to the playground by their class teacher.
- KS2- At the end of the day the class teacher are responsible for dismissing the children and ensuring that they go directly to an identified parent / carer or, where other arrangements have been made, another identified responsible adult.

Act of Worship

Unless teachers are delivering planned interventions, they must remain in the hall during this time to support with monitoring behaviour. It is not a time for teachers to plan/prepare work, the Government have clearly stated that this time must not be used for this purpose. This also applies to singing practice.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Head teacher are lawful. (See appendix 3)

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Head teacher 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.

Staff Induction, Development and Support

Induction

As part of their induction, new staff and ECTs are shown and given with explanation:

- The school's Behaviour Policy
- Copy of Behaviour Plans
- Meeting with Behaviour Lead
- Explanation of rewards and consequences

Development

Behaviour management forms part of our school's monitoring processes. The Head teacher and members of the SLT are responsible for ensuring that all of the school systems and social norms are being consistently put into practice. Where areas of development are found, through formal and informal observations, individual, team or whole school training and CPD is put into place to improve behaviour management as appropriate. This can include one-to-one support, internal whole school staff meetings, or CPD offered by outside agencies.

Support

We recognise that all staff will need varying degrees of support with behaviour management. This may take the form of:

- Formal monitoring processes with suggested behaviour management strategy actions to be completed;
- Informal observations of behaviour management strategies with suggested behaviour management strategy actions to be completed;
- One-to-one support from the Head teacher, Behaviour Lead, the SLT or senior teachers;
- Ongoing CPD

In the event of severe behaviour that may result in harm being caused to a child or member of staff, Gemma Boden, Claire Watkins, Sarah Passey or members of the SLT should be contacted immediately.

Key members of staff have been trained in Safety Intervention Training should always be called to a situation which may escalate. These are:

Fran Tranter
Chris Pilling

Natalie Manns
Gemma Boden
Nicola Weston-Blakey

See Appendix 6 – ‘*The use of reasonable force*’ for more information.

Child-on-child Abuse

Child on child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim.

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals.

All staff should be clear as to the school policy and procedures with regards to child-on-child abuse.

Indicators of Child-on-child abuse

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- harmful towards others

Sexual harassment, online sexual abuse and sexual violence

All staff must:

- assume that sexual harassment, online sexual abuse and sexual violence are happening in and around the school, even when there are no specific reports, use the schools policies and procedures to address them

- where incidents are reported, understand how to handle reports of sexual violence and harassment between children, both on and outside school premises, in line with the DfE's guidance
- undertake relevant training and CPD (including teachers delivering relationships, sex and health education)
- have good awareness of the signs that a child is being neglected or abused, as described in 'What to do if you're worried a child is being abused'
- be confident about what to do if a child reports that they have been sexually abused by another child
- ensure that children are taught about safeguarding risks, including online risks
- support pupils to understand what constitutes a healthy relationship, both online and offline

Responsibilities

It is the responsibility of all staff to:

- Create a healthy, safe environment based on equality and informed choice allowing children and young people to know their rights and responsibilities, what to do if they are unhappy with something and what it means to give true consent. Staff and students should treat each other with respect and understand how their actions affect others. Staff and students should feel able to openly discuss issues that could motivate child on child abuse. Make it clear that our school has a zero-tolerance whole-setting approach i.e. harmful behaviours will not be passed off as 'banter', 'just growing up', etc. Issues that might later provoke conflict should be addressed early.
 - Ensure that our reporting systems are well promoted, easily understood and easily accessible and have the confidence of children and young people. Staff should recognise that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported.
 - Understand our local community and the context in which children and young people at our setting are growing up.
 - Ensure children/young people know the risks – talk about child on child abuse in an age-appropriate way. Create opportunities for children/young people to weigh up risks and recognise that sometimes this means they will take risks we as adults and professionals disagree with. Our role is to be influencing children/young people to be making the healthiest long-term choices and keeping them safe from harm in the short-term.
 - Understand the impact of child on child abuse on children/young people's mental health as well as the additional needs/vulnerabilities of children/young people with special educational needs or disabilities; those who identify as lesbian, gay, bisexual and/or transgender; and/or those who have other perceived differences
 - Check children/young people have safe relationships – in their family, with their peers and with your staff. Create the environment where it is OK to talk, even about the most difficult things.
 - Spot the signs and know what to do – refer any concerns to a Designated Safeguarding Lead immediately.

Online Safety

At Captain Webb Primary School we recognise that staying safe online is related to behaviour, personal and social development and knowledge of the risks of various online environments. We take a holistic approach to ensuring that children stay safe when they are online, that they are positive members of online communities and are respectful when they communicate using digital technologies. Online safety is taught through PSHE lessons, during Computing units of learning where appropriate, during an annual Online Safety Week (using guidance from Education for a Connected World – 2020 and resources adapted from *Project Evolve*) and through assemblies delivered by the Online Safety Lead and outside agencies. Age related Online Safety Agreements (See Online Safety Policy appendices) are discussed with each class by their teacher at the beginning of the year, agreed to and signed by each child before they are given access to technology and are displayed in every classroom. Intentionally breaking the Online Safety Agreement forms part of the whole school behaviour Rewards and Consequences Matrix (Behaviour Policy appendix 3). Staff receive regular CPD relating to Online Safety. Incidents that occur are dealt with by members of the Senior Leadership Team according to the Behaviour Policy and Online Safety Policy and are recorded on CPOMS. This enables us to keep a trail, address recurring issues and adapt the curriculum offer for Online Safety in our school.

Banned Items

If the Headteacher has reasonable grounds to suspect a child may need to be searched for a banned item, the child's guardian(s) will be contacted and invited to come in to school so that a search can be conducted in their presence.

School staff can search a pupil for any item if the pupil agrees (The ability to give consent may be influenced by the child's age or other factors). The Headteacher, and staff authorised by the Headteacher, 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 and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for (*see Appendix 4 – searching and confiscation*)

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all noncriminal 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 and 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 the 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 Officer 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 1 – Behaviour Plan

Tier 1 – Behavioural Support Tiers

Tier 1 Needs can be met with adaptation to classroom practice,	
<p>Involved in low level distractions which hinder own concentration and that of others.</p>	<p>Playground incidents Isolated or on the periphery Inability to make friends Withdrawn or disinterested Not included or last one chosen Little trust.</p>
<p>Occasionally withdrawn and isolated or on the fringes of activities.</p>	<p>‘Silly’ behaviour: smiling, smirking or laughing when challenged Provocative victim (tell-tale attention seeking) Behaviour that distracts others from completing work. Destroying own or others’ activities Refusal to cooperate or work Changing the subject Lying Defensive Constant need for reassurance. No sense or routines or rules Inability to accept routing, direction or redirection Unreliable</p>
<p>Some difficulties with interpersonal skills, concentration (low level) and show signs of frustration at times.</p>	<p>Inability to cope with challenge or new work Always ‘getting it wrong’ Little or no enthusiasm Inattentiveness Blaming others—’always someone else’s fault’ Bullying Language and/or behaviour inappropriate to the age range Poor quality or unfinished work Avoiding work</p>
<p>May be occasionally unpredictable or destructive .</p>	<p>Occasional aggressive behaviour Occasional temper outbursts inappropriate to age Short periods of emotional distress but appropriate to age</p>

Tier 2 – Behavioural Support Tiers

Tier 2 Needs can be met with largely with adaptation to classroom practice but with additional targeted support	
<p>Persistent emotional or behavioural difficulties that are unaffected by the behaviour management techniques or differentiation of work usually employed by the school</p>	<p>Poor attitude to learning and work Non compliance Aggressive in class Continually violated the rights of others Frequent (daily) incidents of inappropriate use of language: swearing, shouting, racist, homophobic, derogatory to people with disabilities, personal comments) Anti-social behaviour Impulsive behaviours (may involve low-level risk) Occasionally behaviours serious enough to be given fixed term exclusion</p>
<p>Poor concentration despite structures and time limited tasks. Poor personal organisation skills.</p>	<p>Difficulty with functioning appropriately without close adult direction and support Low mood Sleep disturbance related to anxiety Pre-empting failure in tasks Poor progress despite appropriate teaching</p>
<p>May be withdrawn or isolated, including non-attendance; seeking too little adult attention with limited or selective communication, may not communicate</p>	<p>Deterioration in self-care Regularly withdrawn or isolates from social situations Unresponsive Being reluctant to attend school Poor punctuality Unexplained absences / truanting or periods of poor attendance</p>
<p>Difficulties with interpersonal communication or relationships, reluctant to share, reluctant to participate in social groups, distracts other students, careless with learning materials</p>	<p>Unable to build or sustain relationships with others Being bullied Bullying behaviours, including those which are racist, homophobic etc Less obvious bullying e.g. spreading rumours, socially isolating, cyber bullying etc</p>

Tier 3 – Behavioural Support Tiers

Tier 3 Needs cannot be met with with adaptation to classroom practice and additional targeted support. Specialist support is required.	
SEMH difficulties present barriers to learning and inhibits participation, understanding and contribution to classroom activities	Acute or prolonged emotional distress Poor impulse control placing self or others at risk Multiple fixed term exclusions Risk of permanent exclusion
Significant difficulty in social interaction	Unable to care for self or comply with health care plan
Shows lack of trust in adults	Criminal activities in or out of school resulting in police involvement
Behaviours result in significant risk of harm to self and others, even with close adult support, leading to extreme social isolation, vulnerability and disengagement. Takes physical risks and situations that have potential harm	Evidence of self-harm
Reasonable force is often necessary to safeguard the child and others	Significant damage to their environment Physical harm caused to self or others resulting in the need for recorded intervention
Extreme responses leading to inability to engage with any formal learning situations	Withdrawal from any social activities or difficulty or attempts to engage them in social activities.
Little evidence of positive social relationships leading to extreme social isolation, vulnerability and disengagements	Behaviour out of school which brings the school into disrepute Sexualised behaviours inappropriate to the age group which puts self or others at risk Persistent absence Persistent lateness
Complete disruption to social and emotional state, leading to extreme disengagement and isolation. A highly individualised programme is required.	Threatening behaviour, violence / aggression towards adults / peers Persistent disruption leaning to significant loss of education for self / others Symptoms of possible mental ill-health Rapidly fluctuating moods of anxiety, depression or periods of distress

Tier 1 – Behaviour Plan

Child:	Teacher:	Date:
Behaviour Tier 1	Learning Mentor:	
Situational Focus(es) (e.g. playtime, transitions, lessons):		
<p style="text-align: center;">Potential Reasons for behaviour</p> <ul style="list-style-type: none"> • Poor routines, lack of structure • Poorly supervised unstructured times or transitions • Failure to provide appropriate or obvious cues • Inconsistency of rewards and sanctions • Inconsistency between adults • Rules and routines are unclear or inconsistent • Lack of opportunity / recognition for ‘getting it right’ • Lack of opportunity to take responsibility • Praise / intervention to overt • Poor physical environment (heating, lighting, ventilation, layout, noise level, seating position) • Lacks age-appropriate social skills • Doesn’t conform to class norms • Lacks emotional vocabulary to express feelings • Abuse, harm, neglect • Impact of social media / technology • Sensory impairment e.g. can’t see or hear instructions, text etc • Neuro-developmental problems (e.g. ADHD, autism, dyspraxia) • Incontinence, personal hygiene, nits • Diet • Slow speech and language development 	<p style="text-align: center;">Strategies for managing behaviour</p> <p>Talk to the child, other staff members and parents/carers to establish a working hypothesis about the likely cause of behaviours.</p> <ul style="list-style-type: none"> • Share issues with all relevant members of staff. • Refer to school behaviour policy • Explicit and consistent rules, routines and consistent use of rewards and consequences • Predictable responses to positive and negative behaviour... behaviour, not the child • Follow-up to show that you are consistent and trustworthy • Fair treatment as appropriate to the individual • Give roles / tasks on behalf of the class • Use a ‘solution focussed strategy’ when dealing with issues • Acknowledge the child’s feelings • Encourage expression and awareness of feelings • Use restorative approaches. • Avoid overwhelming attention • Provide opportunities to practice dealing with attention (e.g. PSHE / Circle time) • Acknowledge unhappiness verbally • Engineer opportunities for working with others • Role play experiences • Roles play and rehearsal of making friends • Signpost to positive activities outside of school • Engineer a circle of friends • Model and teach playground games • Encourage attendance at school clubs • Discuss shared approaches with parents and carers • Plan responses to reoccurring behaviour situations • Adjust classroom routines to facilitate toilet visits • Adjust seating layout or other aspects of physical environment • Consider different teaching approaches / expected outcomes <p>Weekly meeting with class teacher to discuss targets, what has gone well, what hasn’t gone well and what can be improved (child’s behaviour and the provision from their teacher)</p>	
Behaviour Targets (to appear on Child’s Behaviour Plan)		
<ul style="list-style-type: none"> • • 		
Review: (what has improved / been achieved? What strategies have had positive impact? Which have not? Next steps.		

Tier 2 – Behaviour Plan

Child:	Teacher:	Date:
Behaviour Tier 2	Learning Mentor:	
Situational Focus(es) (e.g. playtime, transitions, lessons):		
<p style="text-align: center;">Potential Reasons for behaviour</p> <p>In addition to Tier 1 reasons:</p> <ul style="list-style-type: none"> • Finds the work too easy or hard – needs to be matched to their ability • Insufficient differentiation of tasks • Teaching assistant support needed • Targets need to be broken down into smaller steps • Low expectations/lack of challenge • Expectations / challenge too high • Uninteresting work • Failure to recognise and value own achievement • Feels overwhelmed by work • Poor relationship between pupil and adults • Lack of recognition of the need to teach skills to meet the expectations around rules and routines • Lack of opportunity / recognition for ‘getting it right’ • Lack of opportunity to take responsibility • Target or perpetrator of bullying • Peer issues outside of school • Family issues outside of school (e.g. divorce, separation, bereavement, poverty etc) • Over-protected child – unable to develop own identity • Child has caring responsibilities / young carer • Dysfunctional family relationships • Abuse, harm, neglect, domestic violence 	<p style="text-align: center;">Strategies for managing behaviour</p> <p>In addition to Tier 1 strategies:</p> <ul style="list-style-type: none"> • Phase Leader aware of behaviours and provision in place • Ensure all needs are met through differentiated programme delivery • Keep good records of what is happening and why, as well as the impact of interventions – not just negatives (Class Behaviour Book) • Involve child in own behaviour planning • Involve and inform parents in behaviour planning and keep them well informed • Implement all strategies for Tier 1 behaviour management. • Individual Behaviour Plan drawn up with child by class teacher in response to child’s input and input from Learning Mentor. • Consider initiating an Early Help Assessment • Consider parental permission to refer to sensory support (e.g. speech and language therapy, school nurse) • Consider writing supporting letter to GP or express concerns directly to GP • TA support to implement Behaviour Plan targets • Weekly meeting with Learning Mentor to discuss targets, what has gone well, what hasn’t gone well and what can be improved (child’s behaviour and the provision from their teacher). Information and discussion recorded and shared with class teacher. 	
Behaviour Targets (to appear on Child’s Behaviour Plan)		
<ul style="list-style-type: none"> • • 		
Review: (what has improved / been achieved? What strategies have had positive impact? Which have not? Next steps.		

Tier 3 – Behaviour Plan

Child:	Teacher:	Date:
Behaviour Tier 3	Learning Mentor:	
Situational Focus(es) (e.g. playtime, transitions, lessons):		
Potential Reasons for behaviour In addition to Tier 1 and 2 reasons: <ul style="list-style-type: none"> • Child is subject to Child Protection Plan • Child is experiencing multiple carers • Family relationships impact upon the child • Disruption in the family home that requires intervention. • Anti-social behaviour resulting in police involvement. • Abuse, harm or neglect • Physical disability, diagnosed sensory or medical problems • Diagnosed speech and language difficulty / disorder • Emotional / mental health issues known to Tier 2 CAHMS • Self-harm requiring input from a medical professional 	Strategies for managing behaviour In addition to Tier 1 and 2 strategies: <ul style="list-style-type: none"> • Share concerns with DSL • Share concerns with other appropriate professionals which may include external / independent professionals • Long term use of Tier 1 and 2 strategies • Parents and carers contacted regularly at times of incident • Referral for statutory assessment has been considered (both SEN and Early Help) • IEPs in place and reviewed, involving the young person in target setting and monitoring. • Individual Risk Management Plan completed with HT, DH or Behaviour Lead • Internal Inclusions used increasingly • ‘Managed Movement’ around school grounds • Involvement of Educational Physiologist and review of reasonable adjustments/ proposed arrangements • Refer to Alternative Provision for those at risk of exclusion • Full use of curriculum flexibilities and differentiation • Consider referral to Tier 3 CAMHS • Weekly meeting with Learning Mentor to discuss targets, what has gone well, what hasn’t gone well and what can be improved (child’s behaviour and the provision from their teacher). Information and discussion recorded and shared with class teacher. • Weekly meeting with Phase Leader/ HT / DHT / Behaviour Lead to discuss targets, what has gone well, what hasn’t gone well and what can be improved (child’s behaviour and the provision from their teacher). Information and discussion recorded and shared with class teacher. 	
Behaviour Targets (to appear on Child’s Behaviour Plan)		
<ul style="list-style-type: none"> • • • 		
Review: (what has improved / been achieved? What strategies have had positive impact? Which have not? Next steps.		

RISK ASSESSMENT:				
Date Assessment completed:			Review date:	
Name of person Completing the assessment:			Your Role:	School/ Establishment: Captain Webb Primary School
Email address:			Telephone number & extension:	
Please complete Section 2 , indicating the likelihood of the behaviours listed occurring using the following scale:				
0 = not likely		1 = slightly likely	2 = moderately likely	3 = very likely
Then complete Section 4 by multiplying the number in column 2 by the number in column 3.				
SECTION 1 Behaviour/ Hazard	SECTION 2 Likelihood score (0-3)	SECTION 3 Risk Level	SECTION 4 = Section 2 x Section 3	SECTION 5 General precautions/ preventative strategies to be put in place:
Anxiety		LOW 1	0	Calming strategies / quiet time / counselling / referral to GP, Jigsaw or CAMHS if needed
Bullying		MED 2	0	Open reporting of bullying / staff monitoring
Excitable behaviour		LOW 1	0	Calming strategies / time out at an early stage
Frustration		LOW 1	0	Calming strategies if emerging / time out
Intimidation / threats to peers		MED 2	0	Behaviour closely monitored / sanctions / followed up if serious
Intimidation / threats to staff		MED 2	0	Recorded as incidents / followed up if serious / staff supported/ pupils sanctioned/ monitored
Race-related verbal abuse / bullying		MED 2	0	Close monitoring / sanctions / incidents recorded / sanctions/ incidents recorded/ incidents followed up with parents/ carers
Stealing (high risk due to provocative nature of issue)		HIGH 4	0	Staff have lockers / pupils asked not to carry valuables or to lock away/ pupils not to enter office areas unsupervised
Verbal abuse to peers		LOW 2	0	Behaviour closely monitored / sanctions
Verbal abuse to staff		LOW 2	0	Behaviour closely monitored / sanctions / exit if necessary
Displays of anger / volatile mood swings		MED 2	0	Calming measures / Team Teach strategies / given open space if possible/ others at risk removed from area
Hyperactivity / recklessness		MED 2	0	Close monitoring / potentially dangerous equipment not left available/ referral to CAMHS if necessary
Play fighting		LOW 1	0	Stopped at an early stage
Play fighting		LOW 1	0	Stopped at an early stage
Possession of lighters / matches		MED 2	0	Removed from possession if observed
Self abuse - drugs		HIGH 4	0	Mosaic involved as per protocol / parents/ carers informed
Self abuse - alcohol		HIGH 4	0	Mosaic involved / parents/ carers informed
Self harming		HIGH 4	0	Close monitoring and observations recorded / consider referral to Jigsaw or CAMHS
Throwing objects (small)		MED 2	0	Loose objects kept out of reach / sanctions
Throwing objects (large)		HIGH 4	0	Area cleared of others / stable furnishings / Team Teach used if necessary
Wilful destruction / damage to property		MED 2	0	Pupils aware of police involvement and cost recovery from parents/ Team Teach strategies & restraint if needed
Dangerous behaviour in a vehicle		HIGH 4	0	Additional staff cover if travelling by car
Fighting		HIGH 4	0	Team Teach intervention where needed / police involved if assault
Physical aggression to peers		HIGH 4	0	Staff intervention in early stages / parents/ carers involved
Physical aggression to staff		HIGH 4	0	Team Teach staff training / staff aware of triggers / pupils aware that police will be contacted following assaults on staff
Possession of a weapon / knife		HIGH 4	0	Item confiscated / pupil sent home if item not handed over / police involvement
Sexually inappropriate behaviour		MED 2	0	Close monitoring / staff aware of safeguarding procedures/ other agencies consulted & involved if needed
Supplying drugs		HIGH 4	0	Mosaic involved immediately / local police to do occasional inspections
False allegations against staff		HIGH 4	0	Staff to work within sight of another member of staff - this can be on CCTV or with doors open etc.
Feigning illness	0	MED 2	0	All staff to make themselves aware of student's medical history - refer to First Aid in first instance, contact parents each time and keep written record.
			Total	Maximum possible Score: 228
			0	
Please complete the following				
Factors that are known to lead to problem behaviours:				
Additional / very particular strategies used to manage behaviour (including deflecting/de-escalation strategies):				
Behaviours which may require physical restraint:				
Any other known risk factors:				

1.9.2024 B
Written by

POSITIVE HANDLING PLAN:

0 *This plan is additional for when the young person is regularly presenting with heightened risk behaviours.*

Risk Assessment Score:	Staff Completing:	Did the student participate in the creation of the plan?	Did the parent / carer participate in the creation of the plan?	Completion Date:	Last Reviewed:

Environments & Triggers

Describe the social and learning situations which have or may lead to a serious incident occurring:

Presenting Behaviours

Identify and describe the types of concerning behaviour displayed

Shouting		Damage to Property		Self-Harm	
Internal Truancy		Threats to Staff		Absconding Off-Site	
Verbal Abuse to Peers		Violence to Peers		False Accusations	
Verbal Abuse to Staff		Violence to Staff		Other:	

Describe any early warning signs that suggest student is moving to this behaviour:

Denny will refuse to go into class. Drop to floor and go 'dead weight'. Calmly tip chairs and throw classroom equipment. Will seek out fire extinguishers and fire alarms.

De-escalation – Build Up / Pre-incident

	Use	Avoid		Use	Avoid
Verbal advice and support in front of peers			Move to different space / environment		
Simple 'do now' directions			Time out with talking		
Limited choices			Time out with period of silence / no input		
Distraction			Change of staff		
Diversion			Change to named staff (see below)		
Reassurance			Consequence		
Emotional Coaching Script			Humour		
Tactical ignoring			Success reminders		
Time out within vicinity of activity			Other		

Staff with which the student is most receptive to during times of agitation / crisis:

Appendix 2 – Behaviour Curriculum

Be respectful	Be ready	Be safe
Say please and thank you Hold doors open for people Talk kindly to other pupils Respect others right to learn Respect school property by looking after it Use a calm and polite tone of voice Value differences Follow instructions given by staff members Tidy up own workspace and ensure the classroom is tidy	Always listening and watching the adult for instructions so you know what is expected of you. Respond to instructions immediately so no learning time is lost Settle quickly when returning from breaktime or lunchtime to the classroom	Sitting sensibly in the classroom Walking through corridors Playing games that do not become too physical Using calm and respectful tones when we communicate

Arriving at school at the beginning of the day

I know that I arrive on time at school

I know that I walk calmly to my classroom

I know that I greet staff with a smile and a good morning

I know that I hang my coat up, put my water bottle in the box before sitting down

I know that as soon as I sit down, I start my morning work and don't leave the classroom without permission

Playtime behaviour

I know I must walk from the classroom to the playground using Fantastic Walking

I know I must play safely without hurting anyone

I know I must not play fight because I may hurt someone by accident

I know I must be kind by including others in my games and sharing equipment

I know I must line up in my line order straight way when called

I know I must walk back to my classroom using Fantastic Walking

Lunchtime

I know that I use Fantastic walking when walking to the hall

I know that I line up sensibly without touching anyone while waiting for my food to be served

I know to use a normal talking volume when in the hall.

I know how to use a knife and fork correctly

I know to say please and thank you when I am being given my food or a drink

I know that I should not leave my seat once I have sat down

I know that once I have finished, I clear any rubbish from my table and empty any left-over food into the correct bin

I know that I use Fantastic Walking when walking from the dining hall to the playground

End of the day routine

I know that when my teacher signals (1) I should collect my things for home and return to my chair or the carpet immediately (This will be done a table at a time)

I know that when my teacher signals (2) I should stand up and tuck my chair in

I know that when my teacher signals (3) I should move to my line space quietly

I know that I use Fantastic Walking when walking from the classroom to the playground

General classroom expectations

I know that I should not leave my seat during a lesson unless I am asked to do so

I know that I should be using the toilet at break and lunchtime so as not to interrupt learning time

I know that I should not have any objects on my table that distract me from my learning

I know that it is my responsibility to keep my table clear from clutter

I know that I have a responsibility to ensure that the classroom is kept tidy

I know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop my self and others from learning.

Using good manners

I know that I say please when asking for something

I know I say thank you when I receive something, or someone does something nice for me

Pupils should say good morning/afternoon to an adult if spoken to

Pupils should always use a calm and polite tone to show respect

Appendix 3 - Searching and confiscation

Searching

School staff can search a pupil for any item if the pupil agrees (The ability to give consent may be influenced by the child's age or other factors). The Headteacher, and staff authorised by the Headteacher, 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 and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

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

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

Searching with consent

Schools' common law powers to search:

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

Schools are not required 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 or locker and for the pupil to agree. 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 (see consequences for not following

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

Searching without consent

What the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- 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, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Can I search?

Yes, if you are the Headteacher or a member of school staff and authorised by the Headteacher

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

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

Also note:

The law also says what must be done with prohibited items which are seized following a search. The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

Authorising members of staff

The Headteacher decides who is authorised to use these powers. There is no requirement to provide authorisation in writing. Staff, other than security staff, can refuse to undertake a search. The law states that headteachers may not require anyone other than a member of the school security staff to undertake a search. Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives. A headteacher can require a member of the school's security staff to undertake a search. If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.

Training for school staff

When designating a member of staff to undertake searches under these powers, the headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Establishing grounds for a search

Teachers can only 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 suspect that the pupil is concealing a prohibited item.

In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases, as they get older.

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.

School staff may wish to consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches for items banned by the school rules

An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.

The school rules must be determined and publicised by the Headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.

Separate advice on school rules is available in 'Behaviour and Discipline – advice for headteachers and school staff' via the link under Associated Resources.

Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Location of a search

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, for example on school trips in England or in training settings.

During the search

Extent of the search – clothes, possessions, desks and lockers 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 desks, lockers and bags.

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.

Also note:

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present. If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of force

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. Such force cannot be used to search for items banned under the school rules. Separate advice is available on teachers’ power to use force.

After the search

The power to seize and confiscate items – general What the law allows:
Schools’ general power to discipline, as circumscribed by 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.

Also note:

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 reasonably suspected to be an offensive weapon, it must be passed to the police. 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 or is evidence in relation to an offence. Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil. Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so. 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. This would include, for example, so called ‘legal highs’. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above. Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so. Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil. Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil. If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.

Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of. Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it. Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Statutory guidance on the disposal of controlled drugs and stolen items

It is up to the teachers and staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:

In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article. Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

[Statutory guidance for dealing with electronic devices](#)

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.

This power applies to all schools and 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 and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device: In determining a ‘good reason’ to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. 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, should not be deleted prior to giving the device to the police.

If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline. All school staff should be aware that behaviours linked to sexting put a child in danger. Governing

bodies should ensure sexting and the school's approach to it is reflected in the child protection policy.

[The UK Council for Child Internet Safety](#)

Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images. (UKCCIS) Education Group has recently published the advice - sexting in schools and colleges - responding to incidents and safeguarding young people Also note: Teachers should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

[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. There is no legal requirement to make or keep a record of a search. Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

[Further sources of information](#)

Use of Reasonable Force - advice for headteachers, staff and governing bodies Behaviour and Discipline in Schools

Behaviour and Discipline in Schools - advice for head teachers and school staff

Information Commissioner for advice on the Data Protection Act Keeping children safe in education statutory guidance for schools and colleges

UK Council for Child Internet Safety- UKCCIS Sexting in schools and colleges - responding to incidents and safeguarding young people

[Legislative links](#)

- The Education Act 1996
- Education and Inspections Act 2006
- Education (Independent School Standards) (England) Regulations 2010
- The Schools (Specification and Disposal of Articles) Regulations 2012
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Health and Safety at Work etc Act 1974

Appendix 4 - The use of reasonable force

What is 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.

Who can use reasonable force?

- 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 head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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.
- 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:

1. remove disruptive children from the classroom where they have refused to follow an instruction to do so;
2. prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
3. 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;
4. 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 3 experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest.

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.

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:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- 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; and
- To give first aid.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful (See appendix 1)

Searching and confiscation

The Head teacher, Deputy Head teacher and members of the Senior Leadership Team have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline. (See appendix 2)

Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. (See appendix 3 for guidance)

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Head teacher 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.

Outside Agency Support

- CAMHS
- Behaviour and Support Service
- Support from LA
- Family and Education Support Worker

Further reading and guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/useofreasonable-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/cneeds/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-good-behaviour-in-schools/allegations-of-abuse-against-staff>

<http://www.homeoffice.gov.uk/publications/police/operationalpolicing/pacecodes/?view=Standard&pubID=810826>