

BEHAVIOUR MANAGEMENT POLICY

(RESPECT)

Responsible	We are accountable for our words and actions
Excellence	We try our best in everything we do
Safe	We protect ourselves from harm
Prepared	We are ready to learn
Equality	We treat everybody fairly
Courage	We face our challenges and do our best to overcome them
Teamwork	We participate together to be successful

Guiding Principles

Partnership
Responsibility
Excellence
Opportunity



Skills for Life

Resilience
Self-motivation
Teamwork
Communication
Problem solving
Being safe

CORE VALUES

Pupils respond best to *positive* behaviour management and our policy reflects this. We celebrate success and are proud of the achievements of our pupils. The ethos of our Trust is underpinned by the Trust's core values. We also know that good behaviour in our schools and a clear understanding of the consequences of poor behaviour are vital in helping all of our pupils to realise their potential.

The Behaviour Policy takes account of:

- The DfE Guidance, 'Behaviour and Discipline in Schools' (April 2012)
- The School's legal duties under the Equality Act 2012 and in respect of pupils with SEND
- Section 89 of the Ed. And INS act 2006.
- The Equality Act 2010 which prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act.
- *PREVENT*, Counter-Terrorism and Security Act 2015 ensuring due regard to the need to prevent people from being drawn into terrorism and reflects the school's policy which outlines this provision.
- The Teacher's Standards 2012- All members of staff will lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, courtesy and good humour in line with expectations as outlined in the Teachers' Standards and directly linked to appraisal.
- The THRIVE approach

Most of the actions and expectations outlined in this policy relate to behaviour within school, both in and outside the classroom, when travelling to and from school or when engaged in a school activity (whether at school or elsewhere.)

In some circumstances; however, pupils' actions outside school may be relevant within the terms of the Behaviour Policy. Any act by a pupil which threatens, or could potentially threaten, the wellbeing of any member of the school community, or which is damaging or potentially damaging to the good reputation of the school, may require a response from the school. Where, in the school's view, the welfare, safety or continuing education of a pupil requires it, the Executive Principal or Head of School may conduct an inquiry into an event or alleged event arising out of school. The school reserves the right to impose sanctions on conclusion of any inquiry into an event occurring out of school within the realms of actions

detailed within the policy. Any incidents beyond that considered reasonable for school to deal with will be referred to the appropriate body. Parents, carers and pupils should also note that, in accordance with the school's Anti – bullying Policy, online actions (e.g. insensitive internet postings, malicious emails or texts) will be viewed as actions with the “potential to threaten wellbeing”.

CURRICULUM

In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values. (See Policy and Guidelines for Effective Learning and Teaching.)

We will reinforce the Trust's core values throughout the curriculum, through Personal, Social and Health Education, THRIVE, thematic learning, RE, Collective Worship and Assemblies.

All staff will be responsible for the conduct of pupils anywhere on the school premises and while supervising them out of school. (including school visits where children should demonstrate excellent behaviour and uphold the good reputation of the school). All staff will model good conduct and speak to each other and pupils calmly, politely and with respect. When speaking to pupils about their behaviour, it is important to remember *it is the pupil's choice of behaviour we are unhappy with and not the child themselves*, pupils must not be described as 'naughty', 'silly' or any derogatory term that will undermine their self-esteem.

We will foster self-esteem through valuing each pupil, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust. We will always avoid humiliating pupils.

We will give pupils increasing opportunities for responsibility within class and school. We will encourage them to feel responsible for their learning, capable of success and to reflect on their progress.

We will recognise good behaviour positively through the school's reward systems, core values and weekly celebration assemblies, celebrating success both within and outside of school.

Pupils learn by example. Adults will present a consistent approach, which is firm but calm, making expectations clear and support children to meet them. We will listen to pupils and encourage them to reflect upon their actions and possible alternatives.

The Protected Characteristics

Our aim is to promote tolerance and understanding of all protected characteristics named under the 2010 Equalities Act, namely; age, disability, gender, sex or sexual orientation, marriage, maternity, religion or beliefs. *Behaviour of any kind which goes against these characteristics is unacceptable and will not be tolerated. The school takes a zero tolerance stance on this.*

All adults in school must be alert to signs of bullying or harassment for any of these characteristics and act promptly and firmly against them. We will encourage pupils to tell staff about such cases if they become aware of them. This will include physical, verbal and social actions. Pupils must be made aware that staff will always follow up any incident that causes distress. (See Anti-Bullying Policy/Equalities Policy) School will support staff through appropriate training.

Staff will record all incidents, including the date, the name of the perpetrator and victims, the nature of the incident, and action taken in response. The record will be passed to the Head of School or Executive Principal. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. The Governing Body will inform LA of racist incidents as and when they occur. The parents of the pupils involved will be notified.

STAFF EXPECTATIONS

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that this policy and procedures are followed and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Executive Principal and Head of School on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Senior Leadership Team, for creating a high quality learning environment, teaching positive behaviour for learning where low level disruption does not impede learning for all. All staff will be proactive in all areas of the school and deal with any incidents of poor behaviour in corridors, the yard, visits and the school environment.

All teaching staff, as outlined in the Teachers' standards, are to behave in a highly professional manner, upholding public trust in the profession at all times. Failure to adhere to the school behaviour policy and the requirements of the Teachers' standards, may result in disciplinary procedures.

It is the responsibility of all teaching staff to ensure that the ALP behaviour policy is enforced in their class, and that their class behave in a responsible manner during lesson time. The class teachers should have high expectations of the children in terms of behaviour, and to ensure that all children work to the best of their ability. All teachers should treat each child fairly, enforce the behaviour policy consistently and treat all children in their class with respect and understanding. Teachers will be proactive *and communicate their concerns to the THRIVE team that working day* and contact parents if there are concerns about the behaviour of a pupil.

Staff will speak to children in an appropriate manner. *As a school we operate a policy of not shouting at children therefore staff will never shout at any child or class and they must be respectful of personal space when talking to pupils. All staff should act in a professional manner at all times.*

Staff should consider the VRFs (Vital Relational Functions) when working with children across school:

Attune:

Be alert to how they are feeling show you understand through facial expressions, body language
'I'm noticing you are finding this really hard'

Validate

- 'It's ok to feel upset/angry'
- 'I'm imagining it's really tricky for you right now, I'm wondering if I can help you'.

Contain

Catch the intensity and match it reinforce that you are there to keep them safe

Regulate

Remain calm at all times - avoid reassuring or persuading. Stay with the feeling

Language is important:

- I'm noticing
- I'm imagining
- I'm thinking
- I'm wondering

Place

Place is an acronym for how we as practitioners strive to meet the needs of children

- Playful
- Loving (or like)
- Accepting
- Curious
- Empathetic

PUPIL EXPECTATIONS

- Treat staff and fellow pupils with respect.
- Listen in silence when a teacher/member of staff speaks. Talk quietly at all other times.
- Move around the school in a quiet, prompt and smart manner.
- Walk in single file in corridors.
- Respect the need for punctuality.
- Respect the property of the school, the staff, pupils and visitors.
- Keep the school and surroundings clean and tidy by not dropping litter or making mess.
- Abide by specific school uniform requirements.
- Stay in the areas designated for pupils unless otherwise directed.
- Follow instructions given by members of staff.
- All pupils on the upper site to have school planner out in lessons.

PARENTS EXPECTATIONS

- We will involve parents in active partnership as an aid to promoting positive behaviour. We will inform parents of good behaviour as well as where behaviour has fallen short of expectations
- Parents will be involved at an early stage of particular difficulties with individual pupils. Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.
- We aim to involve parents through the Home-School agreement, which will be shared with parents each September. (Please see appendix 5)
- If a pupil's behaviour begins to be a cause for concern, then all adults in contact with that child will support the pupil through an individual **THRIVE action plan which can be produced by a member of the THRIVE team (Lead)**.
- Where a child's behaviour at school indicates serious problems, support services (e.g. LEA, social and health services) will be contacted and liaison between all parties will be maintained.

LUNCHTIME BEHAVIOUR

All lunch staff will record lunchtime incidents on the tracker and report to teachers and the Senior Supervisor any incidents which occur and warrant further sanctions. Class teachers will then decide the appropriate course of action. A safe space run by the THRIVE team can be available for pupils who require this provision and as an open door/drop in. Class teachers will then log a behaviour incident at the appropriate level on CPOMS. (See below)

Upper Site: each week a lunchtime award is given to a class/ year group who have behaved well, shown respect/good manners. This is announced at the Friday assembly and they go into lunch first the following week.

Lower Site: Stickers are awarded to pupils who demonstrates good manners, respect for others etc. Early lunch may also be awarded to a class who show excellent behaviour during lunchtime.

BREAKFAST CLUB AND WRAPAROUND CARE

Breakfast club and Wraparound care will follow the same behaviour policy as whole school. Behaviour will be tracked using the school tracking sheet and handed into the THRIVE team at the end of each session or the following morning. The team will then liaise with the class teacher regarding appropriate sections. The THRIVE team will log on CPOMS.

In the case of a severe or serious incident, a member of SLT will be informed. This will be done via telephone if these members of staff are not on site.

The following information should be written about the incident:

- What happened - the behaviour that concerned staff and if possible what seemed to trigger it.
- What you did to address the problem.
- Any other comments (e.g. how the child responded to the action you took).

POLICY APPLICATION

Two Year Olds & Nursery

The 2-year-old manager will manage the behaviour of the children and staff within the provision in line with the school's Behaviour Policy as deemed appropriate by the staff. They will adopt a stop and go sign to inform children when their behaviour is unacceptable. Staff will provide emotional containment using the whole school THRIVE approach.

Reception to Year 6

The school will adopt a traffic light system. This will be displayed in classrooms and articulated to children, but children's names should be verbally rather than visually communicated. Each day is a new day and as such all pupils will start the day and the afternoon session on green (lower site) and each new lesson (upper site.)

Movement from Green: (Please see appendix 1 for behaviour flowchart)

Step 1 - Notice behaviours using THRIVE VRF's (Above)

- If a child is misbehaving, then a friendly reminder of expectations will be given first - please take account the needs of individual children.
- If behaviours continue a second reminder is given with a firmer tone.
- If behaviour continues "Time in" within the classroom (at an identified safe desk or change of desk away from the initial distraction) until the adult is free to address/support the child.
- Behaviour should stop at this point (especially for children at being and doing stage) depending on child time in the THRIVE provision could be offered/given as a preventative measure.

Step 2 - **Amber**

- if this behaviour continues then the child will then be given an Amber verbal warning
- The behaviour will be logged on CPOMS by the class teacher as **amber**.
Upper School Site - The teacher will also write a planner comment. Each planner comment should start: "Your child was given an amber warning today because" ...
- If the pupil's behaviour subsequently improves the class teacher may move the pupil back to green. However, the Amber will still be recorded.
- Once the child has received an Amber warning THRIVE language should be used i.e. "I'm sorry your behaviour choice is not acceptable, we need to keep you safe and that means following our school rules your consequence will be you miss your next break time". Pupils should be taken to the THRIVE provision at break-time with appropriate work where THRIVE staff can talk to them.

Step 3 – **Red**

- If behaviour continues and is disrupting learning – the pupil will receive a **Red warning**.
- This will be logged on a red behaviour notice on CPOMS.
- If child obtains a red warning- parents must be contacted. This could be via a telephone call or an informal discussion after school when parents are picking children up. This must be logged on CPOMS.
- The consequence of going on red will be a half day working in the THRIVE provision (depending on time of the red warning). Break time and lunch time will be spent in the THRIVE provision. Class teachers must provide relevant work to last the half day. Restorative THRIVE time will be given to the child to help support positive behaviour choices. The child will have the opportunity to talk with THRIVE staff. The class teacher (responsible for giving the red warning) will come to the THRIVE provision at the end of the half day to restore relationship and plan moving forward
- An accumulation of **reds/ambers** will carry greater sanctions at the discretion of the Assistant Head of School/Head of School.

If a pupil continues to disrupt in the THRIVE provision or behaviour (in extreme circumstances) warrants a pupil going straight on to red:

Red Flag

Any pupil who continues to disrupt in the THRIVE provision will result in a red flag being given. Group interventions will be rescheduled and two members of staff will remain in support of the child within the THRIVE provision. Senior leaders and parents will be informed. The child will begin the following day in the THRIVE provision where behaviours can be assessed. Staff can decide when the child is regulated and ready to return to class (this may be with support). Lunch and break times will be at the discretion of the staff. The incident should be logged on CPOMS.

Only in extreme cases should staff go directly to a red flag in which case the THRIVE team or Assistant Head of School will be notified.

Provision for Children with additional needs:

A responsible member of staff will consider whether any challenging behaviours are or are not related to the child's special educational needs or disabilities. If they are wholly or in part related to SEND the same expectations apply regarding appropriate and safe behaviours in school but an SEN Support Plan will be written / updated to show what reasonable adjustments and additional support will be given to the child to help them improve and learn.

Behaviour Analysis

Analysis of CPOMS behaviour recorded incidents will be discussed at the half-termly well-being meeting where staff will consider all available information and action to be taken. If a disproportionately high number of ambers are recorded the pupil may be put on a THRIVE school/home action plan.

Pupil Incident Log (CPOMS)

In addition to the weekly behaviour tracker, it is the responsibility of all staff to log all relevant information regarding a child's behaviour on Pupil Incident Log within CPOMS so that the school has a record of all incidents. The THRIVE team will monitor all behaviour logged incidents in school.

Additional Sanctions

In circumstances of extreme behaviour or infringement of any protected characteristics children may be placed in the THRIVE unit for an agreed period of time and the transition back to class supported. This decision can only be made by the Executive Principal or Head of School.

- Pupils will remain in the THRIVE unit during break and lunchtime, lunch will also be taken in the THRIVE unit.
- Each pupil for the period of isolation will have behaviour report which will monitor their behaviour throughout the day. A copy will be sent home to parents at the end of the school day.
- Work to be supplied by subject teachers.
- Risk Assessments – If a child's behaviour is considered to pose a potential risk to other children, then an appropriate risk assessment with guidelines will be in place to ensure the safety of all.

Any use of internal isolation will be reviewed by the Wellbeing team at their half-termly meeting as well as the Executive Principal and Governing Body as appropriate.

Exclusion

In the event of a pupil being excluded, refer to the exclusion procedures. The decision to exclude can only be made by the Executive Principal (or delegated responsibility to the Head of School in their absence)

REWARDS

The school's positive behaviour system encourages children to work towards a number of different rewards. High standards of behaviour and demonstrating the school's core values are an expectation of all pupils and therefore behaviour rewards in addition to the expected standard are prestigious.

Silver Award (Frog Tokens)

If a child moves from green to silver on the traffic light system, then this should be congratulated by the teacher and recognised. Each member of staff may award up to a total of 3 Frog tokens each week in recognition of a silver achievement. These can be collected and exchanged for prizes at the Frog Shop. Staff must not award more than their allocated 3 tokens as not to de-value the system.

Gold

Gold awards should be prestigious and not awarded lightly. If a child is on gold, then a token should be written out and handed to the child to post in the golden box. A certificate will then be awarded in assembly. Staff should not award more than two gold awards per week.

Celebration Assembly & Certificates

All children will take part in a weekly celebration assembly.

The assembly includes:

- Core values - A certificate for one child from each class for demonstrating the core value of the week
- Literacy star of the week - Presented for excellent work
- Mathematician of the week - Presented for excellent work and for achievements on mathematics
- PE Star/s of the week - Presented for excellent work
- Leap Points - Total number of frog tokens to date across the school
- Attendance totalizer
- Lunchtime Award - For demonstrating the core values at lunchtime
- Achievements outside of school
- Gold Award - Presented to pupils who demonstrate each week an aspect of outstanding behaviour and learning

In Addition:

Birthdays - Card given to child in class to ensure all children receive a birthday card

House Teams

Each child in the school will be a member of one of the following houses:

- Eagles
- Falcons
- Magpies
- Vipers

By collecting points, children contribute to the overall total for their house. Houses across the school play a key role in the organisation of sporting events and encourage a wider sense of ‘belonging’ across the primary school.

Postcards Home – A quick note home to let parents/carers and children know how pleased we are.

Positive Marking and Feedback - Encouragement and recognition of progress/high levels of presentation

Staff should not set-up individual class rewards or behaviour systems outside of those included within the policy, unless the SENCO and Assistant. Head of School has been consulted

Behaviour Policy Appendices

- Appendix 1: Behaviour flow chart
- Appendix 2: Teaching standards
- Appendix 3: Guidance to staff on confiscating of pupil belongings and pupil searches
- Appendix 4: Guidance to staff on restraint of pupil and the use of force
- Appendix 5: Reasons for Exclusions

Chair of ALP:

Date:

Date:	01/09/15	29/11/16	25/9/17	20/9/18
Version	1	2	3	4
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Step 1 - **Movement from Green:**

- Notice behaviour using THRIVE VRFs
- **If behaviours continue a second reminder is given with a firmer tone.**
- **If behaviour continues “Time in” within the classroom (at an identified safe desk or change of desk away from the initial distraction) until the adult free to address/support the child. Use THRIVE VRF approach and do not end up in a standoff situation (This should be done quietly by talking to the children - not by speaking across the classroom)**

Step 2 - **Amber**

- **if this behaviour continues then the child will then be given an Amber verbal warning (Upper School Site - The teacher will also write a planner comment. Each planner comment should start: “Your child was given an amber warning today because” ...) Once the child has received an Amber warning THRIVE language should be used i.e. “I’m sorry your behaviour choice is not acceptable, we need to keep you safe and that means following our school rules your consequence will be you miss your next break time”.**
- **Pupils should be taken to the THRIVE provision at break-time with appropriate work where THRIVE staff can talk to them.**

Step 3 – **Red**

- **If behaviour continues and is disrupting learning – the pupil will receive a Red warning. Again, THRIVE language should be used.**
- **If child obtains a red warning- parents must be contacted within the same day.** This could be via a telephone call or an informal discussion after school when parents are picking children up. this must be logged on CPOMS.
- **The consequence of going on red will be: Lower and Upper Site: A half day working in the THRIVE provision (depending on time of the red warning). Break time and lunch time will be spent in the THRIVE provision. Class teachers must provide relevant work to last the half day. Restorative THRIVE time will be given to the child to help support positive behaviour choices. **The child will have the opportunity to talk with THRIVE staff.****
- **The class teacher (responsible for giving the red warning) will come to the THRIVE provision at the end of the half day to restore relationship and plan moving forward**

Step 4- **Red Flag**

If a pupil continues to disrupt in the THRIVE provision or behaviour (in extreme circumstances) warrants a pupil going straight on to red:

- Any pupil who continues to disrupt in the THRIVE provision will result in a red flag being given. Group interventions will be rescheduled and two members of staff will remain in support of the child within the THRIVE provision. Senior leaders will be informed and parents will be informed. The child will begin the following day in the THRIVE provision where behaviours can be assessed. Staff can decide when the child is regulated and ready to return to class (this may be with support). Lunch and break times will be at the discretion of the staff.

Appendix 2: Teaching standards 2012

- All teachers should manage behaviour effectively to ensure a good and safe learning environment.
- All teachers should have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- All teachers should have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- All teachers should manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- All teachers should maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

Appendix 3: Guidance to staff on confiscating of pupil belongings and pupil searches

Confiscation

The Guidance for Schools on “Screening, Searching and Confiscation” (DfE, April 2012), provides that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. Any member of Botha/Central Primary School staff may confiscate, retain or dispose of a pupil's property in order to enforce the School rules and to maintain an environment conducive to learning, where the rights of all pupils to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff
- an item that poses a threat to good order for learning: for example, a pupil uses a personal music-player or mobile phone in class
- an item that is against school uniform rules: for example, a pupil refuses to take off an unauthorised item of clothing (such as a hooded top) on entering a classroom
- an item that poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another or is illegal for a child to have: for example, racist or pornographic material, alcohol, illegal substances.
- any other prohibited or dangerous items as detailed by the School's rules.

In general, items should be confiscated for the duration of a lesson or until the completion of the same school day. The basis for confiscations of a longer duration should be discussed and approved by an appropriate senior member of staff. Where any item is thought to be a weapon, a controlled substance or stolen goods the Police will be informed and it may be passed to them. Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned and staff should present such items to the School Office in an envelope with the details of the pupil and agreed arrangements for return so that the item can be deposited in the School's safe. In addition, a brief explanation of the confiscation should be sent to an appropriate senior member of staff. Particular care should be taken when deciding whether to confiscate items of clothing or jewellery, with appropriate regard to whether the item in question has religious or cultural significance to the pupil. When confiscating items, staff should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks in these circumstances, staff should seek to ensure that a member of the same gender as the pupil confiscates the item of clothing or jewellery and that another staff member is present where possible. Confiscation of any item that would leave the pupil only partly dressed must be avoided.

Pupil Searches

Guidance issued by the Department for Education (April 2012) makes it lawful for the Executive Principal (or staff designated by him) to search pupils for any item banned under the School rules, with their consent. There is also a statutory power to search pupils or their possessions without consent where there are reasonable grounds to believe that the pupil has certain prohibited items. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner. School staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to School discipline. The law also allows the School to require pupils to undergo electronic screening, though the School currently has no plans to introduce this facility.

Prohibited or banned items include:

- Knives
- Weapons
- Alcohol

- Tobacco and cigarette papers
- Substances that could be abused, such as illegal drugs, solvents or so-called “legal highs”
- Stolen items
- Fireworks and/or smoke bombs
- Pornography
- Inflammatory material of a religious, political, racist, homophobic or sexist nature
- Face masks, headwear or clothing that prevents an individual’s identity being readily established
- Any electronic equipment that could be used to breach the School’s ICT Acceptable Use Policy
- Any other item that it could be reasonably assumed may be used, or mis-used, to disrupt effective learning and good order in the School or environs or to commit an offence, cause personal injury or damage to property

The power to search pupils with consent allows a teacher to ask a pupil to turn out his / her pockets, bag or locker. If a pupil refuses to co-operate then, under the terms of the Behaviour Policy, they will be treated in the same fashion as a pupil who refuses to comply with instructions from staff and they will be temporarily excluded from lessons until an appropriate investigation by the appropriate members of staff. The power to search pupils without consent, with the authorisation of a senior member of staff, should be carried out by a staff member who is the same sex as the child. There must always be a witness (also a member of staff) to the search and, if at all possible, they should also be of the same gender as the pupil. The power to search without consent extends to a personal search involving the removal of outer garments and searching of pockets, bags and lockers. If it is felt necessary for a pupil to be subject to an intimate search for (say) illegal drugs or stolen property, or if staff feel that they will encounter any resistance from the pupil, then the School will ensure such searches are carried out according to agreed protocols by the Police, following notification to parents. Items found as a result of a without consent search: alcohol may be retained and disposed of appropriately, controlled substances (or suspected controlled substances) will be delivered to the Police in accordance with the School’s Substance Abuse policy, the School will judge if stolen items also need to be reported to the Police and, when appropriate, the goods will be returned to their rightful owner. The School is not required by law to inform parents before a search takes place or to seek their consent to search their child. However, Bothal/Central Primary School will seek to inform parents of any relevant information that may involve a search of their child as soon as is practicable.

Appendix 4: Restraint of pupils and the use of force

Bothal/Central Primary Schools do not use corporal punishment. The guidance from the Department of Education, "Use of reasonable force", (May 2012) enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- Causing personal injury to or damage to the property of, any person (including the pupil themselves).
- Prejudicing the maintenance of good order and discipline at the School or among the pupils receiving education at the School, during lessons or at any other time during the school day.

All members of the teaching and support staff have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Executive Principal to take charge of pupils, such as unpaid volunteers or parents accompanying pupils on School activities. Reasonable force will never be used as a punishment for a child – this is unlawful and unacceptable. The School also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled children or pupils with SEN. Detailed written records of serious incidents, including those requiring physical intervention by staff, will be maintained by the School and reported to senior pastoral staff, including the Designated Safeguarding Lead. Parents will also be informed as soon as possible. All injuries will be recorded according to the School's Health and Safety policy. The School seeks to minimise the circumstances whereby such intervention would be necessary by:

- Creating a disciplined and orderly atmosphere in School and providing pupils with a clear framework for good conduct.
- Providing guidance and encouragement for pupils, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation.
- Fostering positive working relationships between staff and pupils, creating an atmosphere of tolerance, respect and trust that is conducive to good order.
- Appointing designated pastoral staff that pupils can approach in difficult circumstances and who can help resolve and defuse situations.
- Planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

Before using force, staff should (wherever practicable) ask the pupil / pupils to behave appropriately and follow staff requests and communicate in a calm and measured manner that the use of force may be necessary. Staff should make it clear that their physical intervention will stop as soon as it ceases to be necessary. Staff should attempt to intervene in such a way that their actions cannot be interpreted as being motivated by anger, frustration or is sexually inappropriate. Circumstances that could justify intervention include:

- Immediate risk of death or injury, such as a pupil running into a busy road or preventing a pupil threatening another with a dangerous object
- A pupil attacks a member of staff, or another pupil
- Pupils are fighting, causing risk of injury to themselves and others
- A pupil is committing, or is on the verge of committing, deliberate damage to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of an object or materials
- A pupil absconds from a lesson or school (this, in itself, is not sufficient to justify the use of force) and their actions potentially threaten their own safety, that of other staff / pupils or the good order and discipline of other classes.
- A pupil persistently refuses an instruction to leave a classroom, is behaving in a way that seriously disrupts a lesson or a school event.

Types of physical intervention that a member of staff could consider:

- Passive physical contact, e.g. standing between pupils and/or blocking a pupil's path
- Active physical contact, e.g. leading a pupil by the arm, ushering a pupil away with a hand on their back or shoulder or, in extreme circumstances, using appropriate restrictive holds.

Following the incident:

- Investigate thoroughly and make a record of the incident, in accordance with the requirements of the School's Health & Safety policy and the Safeguarding and Welfare policy
- The physical well-being of pupils and staff involved will be a priority, with appropriate medical care
- Seek to provide emotional and psychological support to all concerned where necessary
- Apply appropriate sanctions where necessary, according to the School's Behaviour policy.
- Ensure that the voice of the child is heard and a plan is in place to restore relationships and allow the child to talk about how they felt.

All complaints regarding the use of force by staff will be investigated thoroughly and speedily, in accordance with the School's Complaints procedure.

Where a member of staff has acted within the law in using reasonable force, the Department of Education guidance (May 2012) states that the onus is on the person making the complaint to prove that his / her allegations of excessive force are true – it is not for the member of staff to show that he / she has acted reasonably.

Suspension of the member of staff during the investigation into the complaint will not be an automatic response by the School. Careful consideration will be given by the Principal and his senior colleagues to each individual case and its particular circumstances to decide the most appropriate course of action.

If a decision is made to suspend a member of staff then the School will ensure that it fulfils its duty of care to that colleague and options for appropriate pastoral care will be offered, along with access to a named contact that can provide support.

Please see the Use of Restraint Policy for further information.

Appendix 5: Reasons for Pupil Exclusions

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Abuse of the protected characteristics
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Other