

## **Behaviour Policy Salisbury Manor Primary School**

### **Introduction**

At Salisbury Manor Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation, and management of pupil behaviour at Salisbury Manor Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents, and other members of the wider school community. It is the result of consultation with pupils, parents, governors, and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

### **Our Core Beliefs**

- Behaviour is a response or a reaction and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective system for celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes (Paul Dix)

### **Expectations**

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

## **Policy Implementation**

At Salisbury Manor Primary School we believe that everyone has a right to feel safe and secure and to be treated with respect, particularly the vulnerable, and harassment and bullying in any form will not be tolerated, including online, or outside of school.

- All staff will implement and model the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.
- The senior leadership team of the academy will ensure all staff adhere and model the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.
- Students are responsible for their behaviour for learning, representing the academy, wearing correct uniform and moving safely around the school site.

## **Working together**

The way pupils behave within schools reflects the school's culture and ethos. We want all pupils at Salisbury Manor Primary School to feel a sense of belonging, and to want to do the right thing because it is the right thing to do, so that we create a positive school for all students. We take a positive approach to behaviour and work hard to ensure there is a collaborative relationship between school, students and parents.

## **The role of the parent**

At Salisbury Manor Primary, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family. We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

## Our Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to and use of language for managing behaviour;
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- To promote the use of restorative approaches in place of punishments;
- Promote pupils' self-esteem by providing an effective system to reward and praise effort in both work and behaviour;
- Ensure our pupils are polite, happy and considerate of others' feelings;
- Encourage our pupils to respect their own and others' property;
- Foster good citizenship and self-discipline;
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- Teach strategies for children to solve conflicts peacefully;
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- Enable children to recognise, understand and respond to a range of feelings through our Thrive programme and Zones of Regulation;
- Develop vocabulary to enable children to express feelings verbally rather than physically;
- Promote equal opportunities and instil a positive attitude towards differences;

- Promote an ethos of peer support;
- Ensure the atmosphere in the classroom environment is conducive to learning;
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

## Behaviour Expectations at Salisbury Manor

100% Technique: Ensure that 100% of students are with you for teaching and learning, 100% of the time, 100% of the way.				
<b>Radar/Be Seen Looking</b> Purposefully scan the room following an instruction checking for compliance. Exaggerate your movements so you are 'Seen looking' this could include 'Chin up' and 'Swivel'.	<b>Make Expectations Visible</b> Word instructions so they are explicitly clear and you can visibly check whose followed. Rephrase 'eyes on me' to 'pencils down and eyes on me' Adults can clearly identify whose followed.	<b>Least Invasive Intervention</b> Individual student corrections slow the pace of learning. Use: Nonverbal intervention, Positive group correction, Anonymous individual correction, Private individual correction, Lightning-Quick public correction and Consequence.	<b>Firm Calm Finesse</b> Catch it early and adjust. Your high expectations are about supporting them. 'Thank you' after an instruction. Use 'we' rather than 'I' – 'we need you with us'. Use your 'Bright Face' when correcting. Walk away and then glance back to check the correction.	<b>Art of the Consequence</b> Small increments, immediate, consistent, as private as possible, depersonalised. Use 'Bounce-back'...I know you can do this. Describe the behaviour they should be doing. Resume with warmth and a smile.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. The '100% techniques' in combination with our use of whole school routines provide consistencies that all children and staff follow.

## Why do we choose to have consistent routines across the school?

- **There is a secure evidence base to suggest that routines can have many benefits:**
- **Frees up our working memory:** When we have routines embedded, our pupils can provide greater focus of their attention on the content we are teaching in our lessons.
- **Focuses our teaching:** When we have routines embedded, teachers can spend more time on teaching the content of their lessons and adapting their teaching instead of being overly focussed on what is happening.
- **More time for teaching:** When routines are embedded, little time is wasted on reminding children what you want them to do and instead these precious minutes can be spent on teaching.
- **Safety:** When we have predictable and consistent routines within our school, they provide a sense of safety to all pupils (particularly those pupils with SEND).
- **Sense of collegiality:** When a school adopts consistent routines across all year groups, it creates a sense of belonging.
- **Supports behaviour management:** When routines are consistent within a school, they become norms. As children move through the school or are taught by other adults using the same routines, they become amplified and children are more compelled to follow them.

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

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships*

*with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.” Paul Dix.*

Our school has three simple rules: ‘**Be Safe, Be Respectful and Be Ready to learn.**’ These rules are explicitly taught and modelled by all members of our school community in class, in assemblies and across other school experiences.

**Be safe** - I look after myself and others by making **kind choices** and following **adult instructions**. I care for our **school environment** and use **equipment safely**. I help create a safe space by being **thoughtful** and **including** everyone.

**Be respectful** - I treat others how I want to be treated – with **kindness, politeness, and care**. I **listen carefully** and **speak kindly** to adults and other pupils. I take care of **equipment** and respect other people’s **belongings**.

**Be ready to learn** - I come **prepared** with the right equipment and a **positive** and **curious** mind. I listen, follow instructions and **try my best** in every task – even when it’s hard. I help others learn by being **focused, encouraging,** and open to **new ideas**.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

### **Adult Strategies to Develop Excellent Behaviour**

Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Staff will ‘pay first attention to the best conduct’ and will endeavour to catch children ‘doing the right thing’ in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

At Salisbury Manor, adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

### **Above and Beyond Recognition**

Children will be recognised for their good behaviour.

- Children' will receive sincere verbal praise from a member of staff. In addition, if they have shown one of Salisbury Manor's Values they will receive a house token.
- Merit certificates, outstanding effort notes, good news postcards and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.
- Hot Chocolate with the Headteacher for showing Salisbury Manor's core values or kindness

### **Graduated Approach**

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. The aim is to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.'

Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Most poor behaviour can be dealt with in the classroom or playground following our logical consequence steps. All classrooms will have a calming corner for children to reflect and reset behaviour if needed. In the playground, there will be a reset bench.

## **Behaviour – logical consequences**

Step 1; Positive reinforcement

Step 2; Non-verbal response

Step 3; Name it / change it / thank you

Step 4; This is a now a warning... name it / change it / thank you

Step 5; Reset... name it / change it / timer / return / praise

Step 6; Leave the space... another class or leadership team

Sometimes, children will need further support with specific interventions or individual behaviour plans. Rarely, children will require support from external specialists such as the educational psychologist, speech and language therapist or Behaviour and Attendance Support team at the local authority. CPOMS logs will provide evidence to show that further support is required.

### **Supporting pupils following a sanction - Restorative Conversations**

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil and record this on CPOMS. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil, however the children will learn early on in their school life that their actions have an impact on others and also consequences for them.

## **Reflect – Repair - Reconnect**

What happened?

What were you thinking / feeling at the time?

What do you think / feel about it now?

Who's been affected? How has this affected you?

What's needed to make things right?

What have we learned from this?

What will you do differently next time?

We acknowledge that when someone has been hurt or harmed, both the victim and perpetrator need the following;

- **To be listened to** – kindly and patiently, without being interrupted or judged.
- **To be understood** – so others try to see how they feel and what they've been through.
- **To be given space and time** – to calm down, think, and feel better in their own time.
- **To be respected** – because everyone deserves kindness and fairness.
- **To be shown empathy** – so they know others care about their feelings.
- **To be treated as an individual** – because everyone is different and has their own story.
- **To be able to move forward** – to learn, grow, and feel hopeful again.
- **To rebuild trust** – by showing they can be honest, kind, and safe again, little by little.

### **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Individual Learning Plans' that detail additional support, strategies and expectations. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMs.

Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## **Unacceptable Behaviours**

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT/Pastoral Team. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

## **Time away from class**

Sometimes it may be appropriate for a pupil to have some time away from the classroom in a separate space, such as for the purposes of managing their own deregulation, to ensure the safety of other pupils, or as a consequence of disrupting the learning of others. This will be used rarely, and children will be allowed to continue with their education in a supervised setting away from the class. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

## **Suspensions and Permanent Exclusions**

To ensure good order and behaviour for learning it may be necessary to exclude students from the premises for a fixed term or permanently. That exclusion is the ultimate sanction. The decision to exclude is the Principal's alone or in his/her absence, the designated teacher in charge.

### *Legislation and Guidance*

Salisbury Manor Primary will adhere to current legislation, including the Equality Act 2010. The school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies

and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and governing body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; work experience placement etc.

### Fixed Term Exclusion

A fixed-term exclusion may apply for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

Examples of misconduct could include:

- Persistent offensive/ abusive language
- Throwing objects to hurt
- Break/destroying class equipment
- Damaging property
- Racist/Religious/ homophobic incident
- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting

### Permanent exclusion

This will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single one off incident or extreme misconduct.

### The Investigation

Any investigation will be conducted in accordance with DfE guidance so as to be fair. Each case will be judged on the facts and the context considering:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

### Principal/Headteacher's Decision

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

### Notification

Once a decision to exclude has been made, parents will be contacted at the earliest possible opportunity, by telephone if possible. The exclusion will be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge.

### Role of the Local Governing Body

The Governors are involved in the exclusion process including:

- The duty to consider the representations of the parents and how
- That the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- That the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

### **Bullying**

Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim and could be by someone known to the recipient or an unknown protagonist. Bullying can take place face-to-face or remotely. Bullying will not be tolerated at Salisbury Manor.

## What is bullying?

- Cyber-bullying via text messages or the internet that intimidate, control, manipulate, put down, falsely discredit, or humiliate.
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g. punching, kicking, hitting, spitting at another person • Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings.
- Physical or verbal threats might be used to force the person to hand over their property

Parent should refer to the schools' Anti-bullying policy for detail on procedures to follow if you are concerned that your child may be involved in bullying activities. If you believe that your child is being bullied you must speak to the classroom teacher in the first instance.

## **Use of social media**

In using social media relate all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way. Examples of prohibited use:

- Damage to the school or its reputation, even indirectly
- Use that may defame school staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- False or misleading statements
- Use that impersonates staff, other pupils or third parties
- Expressing opinions on the school's behalf
- Using school logos or trademarks.

All incidents of prohibited use of social media should be reported to the class teacher or a member of the school leadership team. In line with government guidance relating to the

Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

### **Contextual Safeguarding**

At Salisbury Manor Primary School we always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

At Salisbury Manor Primary School we also consider of whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

### **Supporting Students with Special Educational Needs and Disabilities (SEND)**

The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'*

### **Adaptations / Reasonable Adjustments**

At Salisbury Manor Primary we make adaptations / reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These adaptations / reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adaptations may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. We are committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour.

Where there are concerns that a young person may have unidentified SEND, the school will adhere to its SEND referral and identification processes in line with the graduated approach. A meeting with the special educational needs co-ordinator (SENCO) may be arranged to discuss further.

### **Physical Attacks on Adults**

At Salisbury Manor, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person. All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on CPOMs. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child. Together: everyone matters. Together: everyone succeeds.

### **Use of reasonable force**

Salisbury Manor Primary follows the Department of Education advice 'Use of Reasonable Force - advice school leaders, staff and governing bodies (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff are authorised by the Principal/Headteacher to have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity)

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. All physical intervention is recorded in the 'Bound Book' and monitored by SLT.

Every member of staff will inform the Principal immediately after they have needed to restrain a pupil physically.

## **Prohibited items and searches**

### The law relating to searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies. This includes “any item banned by the school rules which has been identified in the rules as an item which may be searched for”.

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied. Consequently, schools should note that it may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. If an item is not listed in the school's behaviour policy under this heading then a search cannot be conducted without consent from the pupil.

Only the Principal or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that

serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child. Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

### Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- drugs paraphernalia
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used: i) to commit an offence, ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

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. Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent. Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects 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. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules. School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

### Searches with consent

The school may search students with their consent for any item. 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. Extent of search 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 bags, lockers and desks.

It is a condition of having a locker in school that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy. Confiscation of articles School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

## Disposal or retention of articles confiscated from students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

## **Drugs**

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

### *Confiscation of drugs*

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

## **Monitoring & Evaluation**

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

## **Appendix A - Rights and responsibilities**

### Pupil's Rights & Pupil's Responsibilities

- To be able to learn to the best of their ability.
- To be treated with consideration and respect.
- To be listened to by the adults in the school.
- To know what is expected of them.
- To feel safe.
- To be treated fairly.
- To treat others with consideration and respect.
- To do their best and let others learn.
- To follow instructions from teachers and other staff.
- To support and encourage each other.
- To take responsibility for their own actions.
- To care for and take pride in the environment of the school.
- To sort out difficulties appropriately, seeking adult help if needed

### Staff Rights & Staff Responsibilities

- To be treated with respect by pupils, parents and colleagues.
- To be able to teach without unnecessary interruption.
- To work in a supportive and understanding environment.
- To feel safe.
- To create a safe and stimulating environment in which all children can learn.
- To treat pupils with consistency and respect at all times.
- To foster good relationships, leading by example.
- To involve parents when children are consistently finding it difficult to meet expectations of behaviour.
- To work as a team, supporting and encouraging each other.

### Parent's Rights Parent's Responsibilities

- To be sure their children are treated fairly and with respect.
- To know their children are safe.
- To be able to raise concerns with staff and be told when their child is experiencing difficulties
- Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.
- Ensure children attend regularly and on time.
- Be aware of the strategies of the school and reinforce these at home.
- Promote good behaviour, politeness, courtesy and consideration for others.
- Inform the school of any concerns that may affect the behaviour of their child.

## **Appendix B - Intervention Scripts (effective 30 second interventions)**

1. Gentle approach, personal, non-threatening, side on, eye level or lower – use a soft tone
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

### Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either: Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

1. I hear what you are saying...
2. I understand...
3. Maybe you were... and yet...
4. Be that as it may...
5. I am sorry that you are having a bad day...

If the conversation is becoming unproductive, what line will you leave on?

Try: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."

## Appendix C – First steps in restorative practice

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology.

We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others the reflection is clouded and takes longer to come into focus. The problem is that we seek assurance from the student that they are taking responsibility and an apology seems to satisfy immediately. Perhaps a truly restorative process does not finish at the meeting or conference.

With the spectre of the apology lurking the conversation is tainted, trust reserved. In conversations where mutual trust can develop the shadow of control is cast.

Don't demand an apology. Show them your humility and give them yours. Ask for nothing in return.

### Reparation meeting

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

A good Reparation meeting is often structured in 5 steps:

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

## Appendix D

To further support children who are exhibiting more extreme behaviours, we use the following principles to support the creation of individual plans:

**The Relationship Principle** - the extent to which a child sees an adult as a 'secure base' will influence the trust they give, the connection they seek and the compliance they show (particularly 3-8yrs).

**The 'Stress Principle** - children's state of 'stress' constantly fluctuates - as stress rises, children will use (helpful or unhelpful) behaviours that aim to make them feel safe'.

**The Positive Reinforcement Principle** - when a child experiences a positive consequence for a behaviour they are more likely to repeat it (particularly 3-8yrs).

**The Attention Principle** - children Repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

**The Consequence Principle** - a consistent consequence will begin to reduce or weaken a behaviour.

**The Learning Principle** - if discipline is focused on learning from mistakes, children experience your hope for them. If discipline is focused on punishment, the action will 'shame or fame' a child, undermining the other principles.

**Children 'misbehave for a wide variety of reasons principle** - when dealing with an episode of extreme behaviour adults should consider the safety of the child and the safety of others. Only when a person/people are unsafe will we act to restrain or remove people.