

HIGHBANK PRIMARY AND NURSERY SCHOOL



# Policy to Promote Positive Relationships and Behaviour

September 2025

## **Highbank Primary and Nursery School**

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves to the highest standards of exemplary behaviour. For us this means that pupils are always kind, respectful and proud.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that inappropriate behaviour is not tolerated and explicit teaching can take place.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices that are poor (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some pupils will always behave in such a way) and;
- it avoids labelling pupils - instead, we refer to the choices we all make and that we should always try to make good choices.

To be in a strong position to make positive choices, children need to have a positive self-image. Our policy therefore seeks to improve children's self-esteem. Praise is key to nurturing motivated, engaged pupils. Praise builds positive relationships which leads to improved behaviour. Throughout school, all stakeholders (not just staff, but pupils, parents, and visitors) should aim to 'catch' good behaviour. The over-riding expectation is that all children will learn to take responsibility for their own actions and exercise appropriate self-discipline.

### **Aims**

- encourage responsible behaviour and raise children's self-esteem
- provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return
- encourage the children to have a sense of pride and ownership in their school
- promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship
- prevent bullying, racism and anti-social behaviour.

### **Guidelines**

- Our Behaviour policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
- Behaviour is learned, just as Maths and English are. The Highbank Way is taught as part of the Curriculum so that children know and understand what good behaviour looks like and is expected at Highbank Primary School.
- Staff are involved in formulating policy and are properly trained to implement it.
- Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence to their behaviour.
- When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
- Teachers and the Senior Leadership Team will hold a register of those children whose behaviour choices are causing concern.
- Staff will work closely with the Senior Leadership Team, Behaviour Team and the SENDCo to ensure that pupils at risk receive specialist support when necessary.

At Highbank Primary, our intention is to manage behaviour by building school culture – making school a place where pupils work hard, model strong character, are polite and attentive, and strive to do their best. We want to ensure that we have 100 percent of students, 100 percent of the time, 100 percent of the way. At the heart of everything we do are our Highbank values: **Kindness, Respect and Pride**. We use this language regularly to praise positive and remind pupils

We will step in to address distractions at an early stage, fixing it non- invasively, without breaking the thread of instruction.

Our own behaviour as adults must always reflect our expectations of the children. As a staff we aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, listen to the children, and follow up problems to their conclusion. It is vital children at Highbank know they are heard. Adults are responsible for dealing with issues that children bring to them.

As a school we will look for the positive, praise this and continually reinforce such behaviour, so that we do not overlook the well-behaved child. However, care needs to be taken to ensure that the balance between expectation and reward is properly maintained. Pupils are expected to behave well and should not seek constant reward for expected behaviour.

At Highbank we celebrate positive choices in a variety of ways. Verbal praise and positive comments in the children's books are also seen as part of each teacher's approach to the recognition of good work and behaviour choices.

We will recognise positive choices in the following ways:

- With smiles
- With words
- With moving up the choice chart
- With gold awards
- With 'Magic Moments' awards
- With Values awards
- With Headteacher awards
- With Star of the Week awards
- With lunchtime stars
- With 'The Table of Awesomeness'
- With pompom rewards.

### The Choice Chart

Every pupil at Highbank starts on Green and, if recognised throughout the day for meeting our Highbank values, they will move up to Bronze, Silver and, finally, Gold. If a child reaches gold, they will receive a Gold Award certificate, either that day or at the end of the week.

### Magic Moments

If a pupil does something particularly brilliant, either in their work or their conduct, they will receive a Magic Moment certificate, presented in our Star of the Week Assembly.

### Star of the Week

Each week, each class teacher will nominate their Star of the Week. Parents and carers will be notified and invited to attend our weekly Star of the Week Assembly where the pupil will be presented with their Star of the Week certificate and sash.

### Lunchtime Stars

Our midday supervisors each nominate their own lunchtime star for the week. These lunchtime stars receive a certificate in our Star of the Week assembly.

### Pompom Rewards

Each day, midday supervisors hand out pompoms to those pupils who are showing excellent behaviour on the playground or in the dinner hall. These pompoms can then be put in the class pompom jar at the end of lunch. In Star of the Week on

a Friday, the class with the most pompoms wins the golden treasure chest and will receive a class treat for that week. This may be a 10-minute mini cinema or a trip to play on the pirate ship.

### The Table of Awesomeness

Each half term, those pupils who have been exceptionally well behaved over lunchtimes will be invited to sit on The Table of Awesomeness. Chosen by our midday supervisors, the pupils will be able to have their lunch on a specially decorated table, alongside a midday supervisor, with some additional treats as a celebration!

### Values Awards

At the end of a half term, class teachers nominate a values champion for each of values of kindness, respect and pride. These values champions are pupils who have consistently shown these values throughout the term. Values Champions will be awarded a Values Champion certificate in our special Values Champion assembly.

### Our Commitments

The staff at Highbank Primary School make the following commitments to their pupils:

- We will aim to manage behaviour using positive reinforcement rather than negative comments.
- We will adopt a warm strict approach to behaviour management.
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this).

### Behaviour Checklist for Teaching Staff

#### Classroom

- ✓ Know the names and roles of any adults in class
- ✓ Meet and greet pupils when they come into the classroom
- ✓ Display the school values and The Highbank Way in the classroom and ensure pupils and staff know what they are
- ✓ Display a timetable for each day using widget dual coding
- ✓ Have a system in place to follow through with all rewards

#### Pupils

- ✓ Know the names of pupils
- ✓ Have a plan for pupils who require additional support with behaviour
- ✓ Ensure other adults in the class know the plan
- ✓ Understand pupils' special needs
- ✓ Praise pupils on individual / group basis (public praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- ✓ Be consistent
- ✓ Treat each pupil fairly and with respect and understanding
- ✓ Having followed regular procedures and consequences, seek help and advice from a colleague
- ✓ Liaise with external agencies, as necessary, to support and guide the progress of each pupil e.g. discuss the needs of a pupil with the education social worker or Trust/LA behaviour support service

#### Teaching

- ✓ Ensure that all resources are prepared in advance
- ✓ Praise the behaviour you want to see more of
- ✓ Praise pupils doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

- ✓ Make adaptations
- ✓ Stay calm
- ✓ Follow the school behaviour policy
- ✓ Be a positive role model by demonstrating positive relationships with everyone in school
- ✓ Have clear routines for transitions and for stopping the class
- ✓ Teach pupils the class routines

Parents

- ✓ Give feedback to parents about their child’s behaviour - let them know about the good days as well as the bad ones
- ✓ Contact parents, on the day, to inform them if their child has committed a serious breach

Head of School/Executive Headteacher

In addition to the above, it is the responsibility of the Head of School/Executive Headteacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors on its effectiveness
- ensure the health, safety and welfare of all pupils in the school
- maintain record of all reported serious incidents of misbehaviour
- issue suspensions to individual pupils for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The Executive Head Teacher may permanently exclude a pupil; these actions are only taken after the school governors have been notified.

**Behaviour Expectations**

At Highbank, we believe that clear, consistent expectations support all our pupils in knowing what is expected of them.

We have visible consistencies around behaviour which we call ‘**The Highbank Way**’ and expect this to be adhered to.

The Highbank Way	Rationale
We use respectful language to each other.	This means speaking kindly, using polite words, and listening when others talk.  We do this because it helps everyone feel safe, happy, and included. When we are respectful, we show that we care about other people’s feelings. It helps us make friends, solve problems peacefully, and work well together.
We walk silently in the corridors with our hands behind our back.	We respect the fact that, whilst we are walking through the corridors, others will be working. We don’t want to disturb them so walk silently. We keep our hands behind our back so we can respect the personal space of others.
We line up in silence, without pushing.	When lining up, an adult will be giving some kind of instruction. If we are not quiet, we will not here the instruction. Standing calmly keeps us all safe.
We respond politely when greeted by an adult.	Whilst we walk silently round the corridors, an adult will greet you with ‘Good morning’, ‘Good afternoon’ or ask you how you are. You are welcome to respond in a way that is polite and that you feel comfortable with.

At the end of break and lunch, we line up on our rainbow line on the playground.	All of us lining up on our class' rainbow line means the adult can check we are all present and ready to go back to class to continue our learning.
We do not leave the classroom without permission.	If we leave the room without permission, this presents a safety issue as we do not know where you are in case of a fire or other emergency. You must always have a corridor pass so we know you have permission to be out of class.

We use the following visuals to help pupils remember The Highbank Way.

## THE Highbank Way



WE USE RESPECTFUL LANGUAGE TOWARDS EACH OTHER.



WE WALK SILENTLY IN CORRIDORS WITH OUR HANDS BEHIND OUR BACKS.



WE RESPOND POLITELY WHEN GREETED BY AN ADULT.



WE LINE UP IN SILENCE, WITHOUT PUSHING.



WE LINE UP ON OUR RAINBOW LINE AT THE END OF BREAK.



WE DO NOT LEAVE OUR CLASSROOMS WITHOUT PERMISSION.



WE FOLLOW INSTRUCTIONS.



WE KEEP HANDS, FEET AND OBJECTS TO OURSELVES.

### Show Me Green

When pupils are working in class or sitting in assembly, we use the term 'Show Me Green' to ensure all are meeting our expected behaviour standard. 'Show Me Green' means that pupils have their eyes forward (this does not mean eye contact but that they are looking in the general direction of the speaker), sitting up straight and with hands free of any object such as iPad or pens.

## **Individual Adaptations**

Whilst the majority of pupils are expected to follow the behaviour policy as outlined, we recognise that some children may require individual adaptations or personalised approaches in order to succeed. This does not mean that any pupil can disregard The Highbank Way entirely; rather, we acknowledge that pupils with complex needs may need tailored support or reasonable adjustments to help them meet expectations. Our commitment is to ensure that every child is given the care, guidance, and opportunities they need to achieve the high standards of The Highbank Way.

## **Shouting**

Highbank Primary and Nursery is a **NO SHOUTING** school. Shouting must never be used as a punishment or done in anger i.e. giving someone the 'hair dryer' treatment. There will be times when you need to raise your voice but **shouting** at pupils or other adults in anger is unacceptable and may be a disciplinary matter.

## **Humiliation and Public Shaming**

Public shaming is an unacceptable form of punishment and must never be used.

## **Intervention Steps**

Learners are responsible for their own behaviour. At Highbank, we believe that taking ownership of our actions is essential in learning from mistakes and preventing undesirable behaviours from continuing. When a pupil's behaviour does not meet our expectations, staff will respond using the steps outlined below. Pupils will not be moved through the steps automatically; each response is proportionate and based on the behaviour displayed.

We believe in the importance of support and understanding but this is equal to the importance of firm and consistent boundaries. At Highbank, we resist endless discussions around behaviour and spend our energy returning learners to their learning.

**Step 1 – Remind.** Remind the child of our expectations – kind, respectful, proud. De-escalate and decelerate where reasonable and take the initiative to keep things at this stage. This initial stage may include non-verbal signals but is intended as a brief reminder so learning can continue as quickly as possible.

**Step 2 – Outline.** Clearly state the behaviour that is failing to meet expectations and what needs to be done to fix it.

**Step 3 – Intervene.** The pupil will be spoken to, privately if possible, and given final opportunity to engage through delivering the 30 second intervention script. The aim is for clarity and to get learning back on track as soon as possible.

Script 1:

- *I have noticed that you are (having trouble getting motivated, wandering around playing with...)*
- *You are not showing our expectation of kind, respectful and proud*
- *You have...*
- *You need to...(refer to action to support behaviour e.g. move to another table, complete learning another time, use X to support)*
- *Do you remember when you (refer to previous positive behaviour)*
- *That is who I need to see today.*
- *Thank you for listening.*

Script 2:

- *I have noticed that you are (having trouble getting motivated, wandering around playing with...)*
- *You are not showing our expectations of kind, respectful and proud.*
- *You have...*
- *You need to...*
- *I will come and speak to you in ten minutes/after break.*
- *Thank you.*

*Script 3:*

- *I have noticed that you are (having trouble getting motivated, wandering around playing with...)*
- *You are not showing our expectations of kind, respectful and proud.*
- *At Highbank we...*
- *You need to...*
- *I know you can do it.*
- *Thank you.*

**Step 4 – Give space.** The adult will walk away from the learner and allow them time to decide what to do next. If there are comments as the adult walks away, these will be written down and followed up later.

If, after the intervention stage, the pupil's behaviour fails to meet expectations, this will result in a reflection. Reflections are either at break or lunch and are a time for pupils to consider their actions and how they can make positive choices moving forward.

There are some behaviours that will automatically trigger a reflection. These include: absconding from the classroom, verbal abuse, physical abuse and refusal to follow instructions.

**Serious Breach**

If a pupil is suspected of committing any of the following offences they must be referred to the SLT:

- physical assault
- fighting
- absconding
- deliberate serious damage to buildings and/or property
- a hate incident\*
- bullying of any kind
- possession of any prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article a staff member 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)
- persistent breaches of the school's behaviour policy
- sexual harassment\*\*, meaning unwanted conduct of a sexual nature, such as:
  - sexual comments
  - sexual jokes or taunting
  - physical behaviour like interfering with clothes
  - online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- sexual violence\*\* such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

\* A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

\*\*Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. At Highbank we will aim is to support these pupils to access their education and get the correct specialist support, working in partnership with the police and children's services.

We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in school. Sanctions will be applied in accordance with our behaviour policy.

Please refer to our child protection and safeguarding policy for more information on how we will respond to reports of sexual violence and sexual harassment.

### **Sanctions**

If it is determined that a serious breach has been committed, a member of the MLT/SLT will issue one or more of the following consequences:

#### **1. Playtime and Lunchtime Reflection**

Reflections are served with the teacher at next possible break. The focus is on ownership of actions, reflecting on choices and positive actions moving forward. Depending on how the conversation goes, the pupil can go out to break if there is still time.

#### **2. Loss of Privileges**

As a disciplinary measure for poor behaviour, the school may withdraw or withhold a privilege – for instance the loss of a prized responsibility. The decision to withdraw/withhold a privilege must be authorised by the Head of School/Executive Headteacher.

#### **3. After-School Detention**

Schools have a legal power to place pupils in detention as a sanction. Detention may be used outside of school hours and parental consent is not legally required for detentions. Where detention is outside school hours, parents must be given at least 24 hours' notice. Outside of school hours detentions will last for a minimum of 15 minutes and a maximum of 1 hour. Pupils who are placed in outside of school hours detention are expected to complete school work.

#### **4. Daily Report**

A pupil on daily report has a report card that is completed by the Class Teacher before the end of each day. The pupil takes the report card to a member of the SLT at 3.00pm each day for signing. The SLT will decide on the length of time that the pupil remains on report (minimum 5 days).

#### **5. Suspension**

A suspension is where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.

#### **6. Permanent Exclusion**

A permanent exclusion is where, subject to a decision of the governing body to reinstate the pupil, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For further information regarding suspension and exclusion please refer to 'Transform Trust Exclusions Policy – Addendum to Schools Behaviour Policy' available on the school's website.

It is the responsibility of the Class Teacher to inform parents/carers that a serious breach has been committed.

## **Removal from Classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

## **SLT Intervention**

SLT will be alerted through the Class Charts system if SLT intervention is needed and will respond as soon as possible. SLT intervention will be needed when the lesson can no longer continue due to the behaviour being demonstrated.

If SLT are called to support with behaviour this will trigger our **Supportive Action Protocol**. As part of this protocol, a follow up meeting will be held between the class teacher, the adult who called for support (if this is not the class teacher) and the head of school or behaviour lead. During this meeting, the incident that led to SLT involvement will be discussed, including looking at the events leading up to the incident, the incident itself and any actions that are required to ensure no future incidents occur. The meeting will ideally take place on the same day as SLT involvement but, if this is not possible, it is to take place at the next available opportunity.

## **The Supportive Action Protocol**

- A meeting between the behaviour mentor and the pupil involved.
- A meeting with the pupils' parents, behaviour lead and class teacher.
- The pupil will be placed on report, monitored daily or weekly, for an initial period of 2 weeks.
- The behaviour lead will conduct an observation of the pupil in class.

The above actions will occur alongside any consequences put in place by SLT as a result of the incident.

## **Behaviour Support**

Behaviour logs are analysed fortnightly by the behaviour team. If a pupil is regularly displaying challenging behaviours or is struggling to engage, the class teacher will make a referral to the Behaviour Lead. The Behaviour Lead will analyse Class Charts behaviour logs, conduct a behaviour observation and speak to the pupil, parent or carer and class teacher before deciding upon a course of action. This may include making adjustments to provision in class or referring the pupil for an intervention with our behaviour mentor in The Hive.

## **The Hive**

The Hive is a therapeutic space where pupils with social, emotional and mental health needs can be part of an intervention programme with our behaviour mentor. Pupils must be referred through our behaviour pathway to access The Hive and the interventions are structured with clear beginning and end assessment points. The first point of call for a referral is for parents to speak to the class teacher.

Some of the interventions running in The Hive include:

- ELSA
- The Homunculi Approach
- Soft Starts
- Emotion Coaching

Parents and carers will be invited to a meeting at the end of the intervention to celebrate progress and decide upon further actions, if any, moving forwards.

Consent for interventions will be sought from parent and carers before the intervention takes place with an explanation for the chosen route. Feedback will be given regularly about the progress of the pupil and records kept about each session.

## **The Calm Space**

If a pupil in KS2 is struggling to regulate their emotions and the previous steps haven't worked, pupils may be directed to spent 5 minutes in The Calm Space. The pupil will need to set a timer and can access any of the calming and sensory resources available to them to help regulate before returning to class. Pupils in The Calm Space must have a calm space pass. If a pupil has accessed The Calm Space, this is logged on Class Charts to allow the pastoral team to monitor and determine if further support is needed. If a pupil is calm and asks to go to the Calm Space, the class teachers reserve the right to say no.

If, after returning from The Calm Space, a pupil is still dysregulated or, if the behaviour in class is causing significant disruption despite the above steps being followed, an SLT intervention will occur.

## **Parents and Carers**

Behavioural incidents will be communicated with parents either face to face or via telephone. Where behaviour is forming part of a repeated pattern or is particularly concerning, the parent or carer will be invited to attend a meeting with the class teacher, behaviour lead, behaviour mentor and Head of School (with SENDCO attending if necessary). The pupil will be invited to be in attendance so that next steps can be discussed.

We expect parents/carers to:

- be aware that we have school rules (which are communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident /issue

If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School or Executive Headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Off-site Misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform

- in any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Online Misbehaviour (On-site or Off-site)**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Suspected Criminal Behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a member of the SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Use of Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent 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. Force cannot be used to search for items banned under the school rules (e.g. mobile phones, money, sweets).

Please Note: Schools do not require parental consent to use force on a student.

### **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 Headteacher 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 judgment of the staff member concerned and should always depend on the individual circumstances.

#### Schools can use Reasonable Force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

#### Schools Cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

#### Telling parents when force has been used on their child

If the use of force (passive physical, active physical or restraint) has been used then a record will be made, and the parents/carers will be informed.

#### Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### Confiscation

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- Power to search without consent for "prohibited items" (listed under the section 'Serious Breach' above).

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a Pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School or the Executive Head Teacher, or by the HoS or ExHd themselves.

The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An appropriate location for the search will be found. This will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. 'I will ask you to turn out your pockets and remove your scarf'
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or trays.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching Pupils' Possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- trays
- bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- ✓ Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- ✓ If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on the school's safeguarding system MyConcern.

### **Informing Parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a Search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Pupils with SEND and/or Additional Needs**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) or an additional need (diagnosed or undiagnosed).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's needs, although we recognise that not every incident of misbehaviour will be connected to their needs. Decisions on whether a pupil's needs had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Examples of actions we may take when anticipating and removing triggers for misbehaviour include:

- Short, planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements
- Training for staff
- Use of separation spaces where pupils can regulate their emotions during the moment of sensory overload

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND

- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

### **Mobile Phones**

**Reception to Year 2** pupils are forbidden from bringing a personal mobile phone to school. If a child in these year groups brings a phone to school the agreed procedure is that this will be handed over to a member of staff who will send it to the office for safe keeping during the day. This can then be collected at the end of the day from the office by a parent. Parents will be informed that the school will not be held responsible for the security of a mobile phone brought into school unless they are handed to staff for safekeeping.

**Pupils in Year 3 and 4** are permitted to bring a mobile phone to school, to support safety issues if they come to school independently AND if their parent has provided the Head of School with written permission.

**Pupils in Year 5 and 6** are permitted to bring a mobile phone to school, to support safety issues if they come to school independently.

All mobile phones should be named, switched off and handed to the Admin Assistant in the school office at the beginning of the day and collected at the end of the day. If parents want their child to bring a phone it is on the understanding that they agree with the following limitations on use, namely:

- ① mobile phones must be switched off at all times **whilst on the school premises**
- ① it is not permitted for a pupil to film or photograph anyone on school grounds using their mobile phone
- ① the phone will be kept in the school office throughout the day
- ① the school will not be held responsible for the security of a mobile phone brought into school unless they are handed in for safekeeping
- ① content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a member of the SLT if the pupil is suspected of using their phone to commit a serious breach

### **Monitoring**

The Head of School will monitor the effectiveness of this policy on a regular basis through half termly behaviour meetings and behaviour learning walks around the school. The Head of School also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps an electronic record of incidents of misbehaviour on Class Charts. The Class Teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes.

The school keeps a record of any pupil who is suspended, or who is permanently excluded.  
Hate incidents are also recorded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.