



## WEST EARLHAM JUNIOR SCHOOL

### BEHAVIOUR POLICY

Date Approved by Governing Body: 4<sup>th</sup> December 2018

Date of Next Review: December 2019

Signed Headteacher:

A handwritten signature in blue ink, appearing to be 'C. P. J.', written over a horizontal line.

Date 4.12.18

Signed Chair of Governors:

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Date 4/12/18.

## Vision

Good behaviour supports effective learning and enables all pupils to enjoy and achieve their full potential. At West Earlham Junior School, we highlight the importance of school being a secure, safe place for all, where learning can take place in a happy, friendly, supportive environment. Boredom, lack of understanding and lack of progress are major reasons why some pupils misbehave. It follows that the provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils within the learning process, are important ingredients of successful behaviour management. Poor behaviour can also stem from personal problems or difficulties, which may be short or long-term. Prevention, however, is always better than cure. To issue consequences for unacceptable behaviour and ignore the reasons for it, will only have a short-term effect and will not provide a lasting solution. It is important, therefore, to look for, and identify reasons for unacceptable behaviour, with a view to developing actions to remedy the situation.

West Earlham Junior School will always provide an inclusive setting that promotes equality of opportunity but that does not mean that all children should be treated the same, but that the unique skills and abilities of each child should be recognised and developed, and that inclusion is not optional: children have defined entitlements in this area and settings have legal responsibilities.

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

## Behaviour Principles Written Statement

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- The Behaviour Policy is understood by all pupils and staff.

- The involvement of both home and school in the implementation of this policy is encouraged.
- Exclusions will only be used as a last resort. The processes involved in permanent and fixed term exclusions form part of the Behaviour Policy.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- An environment which encourages and reinforces good behaviour is created.
- Consistency of response to both positive and negative behaviour is encouraged.
- Self-esteem, self-discipline and positive relationships are promoted.
- The school ensures that the expectations and strategies are widely known and understood.

## **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair and equitable treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all

We have 7 Learner Values;

- Adventurous
- Independent Learners
- Creative Flexible thinkers
- Aspirational
- Confident
- Motivated
- Resilient
- Positive Citizens of the World

## **Roles and Responsibilities**

### **The Governing Board**

The West Earlham Junior School Governing Board is responsible for reviewing and approving the written statement of behaviour principles

The West Earlham Junior School Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the West Earlham Junior School Governing Board, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The Headteacher will ensure that a positive approach is taken when dealing with all issues and that staff deal effectively with poor behaviour in line with our policy. The Headteacher will monitor how staff implement this policy to ensure that the use of recognition boards is effective.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Using a positive approach in all situations
- Applying a restorative approach when dealing with negative incidents
- Modelling positive behaviour and ensuring use of recognition boards
- Providing a personalised approach to the specific behavioural needs of particular pupils and working with inclusion/behaviour team to support these pupils
- Recording behaviour incidents on C-POMS

The senior leadership/inclusion team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to our behaviour systems
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school through positive conversations with child regarding school
- Support child with home learning when work has been missed to poor learning behaviour

## Rules and Procedures

Rules and procedures are consistent across the school, and make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

## Behaviour Management

All behaviour management at West Earlham Junior School will have a positive approach. Attention should, as far as possible, concentrate on acknowledging good behaviour. It is a fact of life that all too often pupils gain more attention from negative or unacceptable behaviour, therefore, reinforcing its importance and enhancing its credibility. Our behaviour management should attempt to redress this balance.

**Even where individual pupils display unacceptable behaviour, it is imperative that all staff look for positives and that praise and positive reinforcement are utilised consistently, in a bid to support relationships and also, positive behaviour management. Therefore, the emphasis must always be on the positive.**

Nevertheless, sometimes unacceptable behaviour necessitates a consequence. A consequence is less likely to be effective if overused. It is important, therefore, to provide a staged response. If severe consequences are applied too soon, then the teacher and the school are left with no place to turn.

## Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable

the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Every class will have a recognition board set up to recognise learning behaviours that we want to see. The recognition board does not prevent staff from dealing with negative behaviour; it just means that staff will be dealing with less of it. Negative behaviour will be dealt with on an individual basis privately between the teacher and the individual. The advertising of poor behaviour doesn't help, but routinely advertising the learning behaviour that we do want to see does. Below are two examples of recognition boards in our school;



Each class will pick 4 categories to work on during the week, these categories will be explained in the first 10 minutes on a Monday morning.

The behaviour will be pursued by chasing it hard and reinforcing it enthusiastically. There is no prize or reward and the aim is at the end of each session each student has their name on the board and students will never removed from the board!

## Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Rewards in recognition of a range of achievement are presented publicly during assembly, and parents are notified by letter or invited to attend a celebration with their child.

Rewards for individuals:

- Star of the Week
- Learner Value recognition
- Invite to end of term celebrations
- On-going participation in school events
- Celebration of individuals with high attendance

- Recognition for demonstration of positive learning behaviours in class through use of the recognition board
- Hot Chocolate with a member of SLT

Rewards for class:

- Whole class celebrations when all pupils on recognition board
- Whole class recognition for high attendance

## Consequences

We are fully aware that at times behaviour will cause such disruption to others that it is deemed necessary to remove the pupils from the classroom. If that happens once in a session then a restorative based conversation using the restorative script will take place. If removed again in the same session the pupil will work in the reflection room for the rest of the session. The student will then be back in class and ready to learn for the next session.

If a pupil is consistently demonstrating poor behaviour then further consequences may be needed but all decisions will be made by the behaviour/inclusion team and SLT.

We encourage pupils to choose how they behave. When they make the wrong choice they incur a consequence. When a wrong choice is made, professionals should encourage a pupil to recognise what the correct choice should have been and discuss this with them.

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- Pupil sent to reflection room to discuss negative learning behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Referring pupil to the behaviour/inclusion team
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Meetings between members of the senior leadership and parents

Consequences can also range from expressions of disapproval, through withdrawal of privileges, to referral to the school behaviour support systems via *The Reflection Room* or *Support Base*, letters to parents, fixed term inclusion in school and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer and classroom organisation and management should take place to eliminate these as contributory factors. Additional specialist help and advice from the School Support Team will be accessed as appropriate through the SENCO.

## **Fixed-Term and Permanent Exclusions**

We do not wish to exclude any child from school, and will wherever possible use Restorative Approaches to resolve issues, repair harm caused to others in order to keep the child at school. However sometimes an exclusion may be necessary. West Earlham Junior School has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school.

- Only the head teacher has the authority to exclude a child from school. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. It is also possible for the head teacher to issue a further fixed-period exclusion where further evidence has come to light, to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
- If the head teacher excludes a child, a member of SLT will inform the parents immediately, giving reasons for the exclusion. At the same time, the member of staff will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. In addition, on completion of the exclusion the child will be re-integrated back into the school in a restorative manner accompanied by the parent or carer.
- The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond 15 days in any one term.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

## **Behaviour outside school**

Pupils can be excluded for behaviour outside school, in line with this policy. We expect pupils to behave well outside school as well as inside school. A pupil's behaviour should be orderly and respectful of the people and the environment around them. We do not accept behaviour that would pose a threat to another pupil or member of the public or behaviour which adversely affects the reputation of the school. The school may investigate instances of poor behaviour out of school and may impose a sanction that could include exclusion.



## **Restorative Approach**

At West Earlham Junior School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to.

We use a restorative script when dealing with negative behaviour or negative incidents;

**What happened?**

**What were you thinking/feeling?**

**Who has been affected, and how?**

**What do you need so that things are better?**

**What things need to happen to move things forward/put things right?**

## **Norfolk Steps**

All school staff were trained in the 'Norfolk Steps' approach to behaviour management. This will be refreshed periodically. Norfolk Steps is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas, including conflict de-escalation, calm body language, debriefing and positive handling techniques. In line with the approach, staff agreed on a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
- Staff's job is to help children and always try to reduce conflict, not do anything that may escalate it
- The importance of using a calm stance and de-escalation script in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident.
- A risk management plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property
- The importance of handling children in a safe, positive and dignified way

- The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict
- The importance of recording incidents and the harm caused by them

Norfolk Steps Approach De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict.

The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

It is important that all staff use the same script, although it can be in a different order. The De-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

## **Physical restraint**

All staff need to know how to promote pro social behaviour and manage difficult/dangerous behaviour, and to have an understanding of what behaviour might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

If children's behaviour is so unsafe that it poses a risk to themselves or others the school has the right to physically intervene as per the Physical Intervention Policy. Only staff trained in 'Norfolk Steps' will ever restrain a child.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- The school's policy on "Dealing with Allegations of Abuse against Teachers and Other Staff" will be used as guidance where an allegation of using excessive force is made against a teacher. This policy makes clear that a person must not be suspended automatically, or without careful thought.

## **Other physical contact with pupils**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

## **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

When persistent poor behaviour is demonstrated risk managements will be created for individual pupils.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Bullying**

At West Earlham Junior School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At West Earlham Junior School, we acknowledge that bullying does happen from time to time – indeed, it would unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell someone and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual

	gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

### **Safeguarding Children and Young People**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff will report their concerns to the local authority children's social care.

Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence.

If school staff feel that an offence may have been committed they will seek assistance from the police.

### **Bullying Outside School Premises**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public the police will be informed.

## **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.

## **Intervention**

The staff of West Earlham Junior School will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong.

Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

The motivations behind bullying behaviour will also be considered and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

## **We will also:**

- Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Ensure parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- Involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- Regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice based language is unacceptable;
- Use specific organisations or resources for help with particular problems. We draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying
- Provide effective staff training. To enable all school staff to understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support, and to help their staff understand the

needs of their pupils, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender (LGB&T) pupils

- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. We also work with other agencies and the wider community to tackle bullying that is happening outside school;
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber bullying;
- create an inclusive environment. We will create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue;
- record incidents of bullying so the school can monitor incident numbers and identify where bullying is recurring between the same pupils.

## **Screening and Searching**

A child can be searched if there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item. The headteacher will decide who to authorise to use these powers and what they are authorised to search for.

If a security guard searches a pupil, on a school trip for example the person witnessing the search will be a member of school staff.

## **Establishing grounds for a search**

1. Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil consents.
3. If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the prohibited items (that is a weapon/knife; alcohol; illegal drugs or stolen items). Use of force Reasonable force may be used by the person conducting the search.

## **After the search**

Staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

## **A 'With Consent' Search**

- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## **A 'Without Consent' search**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item listed above or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it.
- If controlled drugs are found, they must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.
- Other substances which are not believed to be controlled drugs can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- If stolen items are found, they must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be disposed of if returning them to their owner is not practicable.

It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.

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



## **Pastoral care for school staff**

The school should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Governing Body instructs the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour. The school should reflect on whether continuous disruptive behaviour might be the result of unmet educational or other needs and if so, the school should consider whether a multi-agency assessment is necessary. If when reviewing a pupil's behaviour, the School suspects that a child is suffering, or is likely to suffer significant harm, the School will follow its Safeguarding Policy.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Physical Intervention and Restraint Policy

## Risk Reduction Plan

Name	DOB	Date	Review Date
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<b>Pro Social Behaviours</b> 1.	<b>Strategies to Respond</b> 1.
<b>Anxiety Behaviours (Difficult)</b> 1.	<b>Strategies to Respond</b> 1.
<b>Crisis Behaviours (Dangerous)</b> 1.	<b>Strategies to Respond</b> 1.

## Behaviour Flow Chart



Pupil demonstrates negative learning behaviour



Member of staff talks with pupil outside of classroom to try and re-engage.

Behaviour is so poor that pupil needs to be removed to reflection room straight away. A member of staff escorts pupil to reflection room.



Positive response from pupil so they return to classroom

Negative response so they are taken down to the reflection room.

When in reflection room the pupil reflects on behaviour and is calm and ready to return to classroom.

If pupil continues to behave in a negative way then they are simply not ready to return to the classroom and a member of the behaviour team will support when possible (use radio to contact).

If a pupil is removed twice in one session they will remain in the reflection room until the end of that session and they will miss break or 15 minutes of lunch time.