Behaviour Policy

"Remember to look up at the stars and not down at your feet." Stephen Hawkings

Aims

At Clover Leys Spencer Academy Trust our behaviour policy shows how the school and its stakeholders will promote positive behaviour, develop aspiration and adopt an 'I can do this' approach to learning in order for pupils to achieve their full potential. An emphasis will be placed on helping all children to set an example of respect, tolerance and how they can give their best. This emphasis on values will help to embed an ethos which can be exemplified by older pupils by setting a good example.

Clover Leys Academy aims to promote an attitude of mutual respect and care for others built on an understanding of everyone's worth as an individual. This policy is for the information of staff, governors, parents, Spencer Academies Trust and all those concerned with the welfare of children. We are committed to providing high quality education. This means promoting positive attitudes and behaviour so that pupils become responsible for their own actions and increasingly independent members of the school community.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. We believe that, with the right support, everyone can learn to self-manage and self-regulate their emotions and behaviour.

Our hope is to eliminate, as far as possible, the need for punishment and sanctions- avoiding any child forming the view that they are badly behaved. Instead we aim to provide an engaging, interesting, fun and challenging curriculum, rewarding positive behaviours and promoting high self-esteem.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- 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)

Bullying

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:

Type of bullying	Definition
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.

British Values and Behaviour

Our school reflects British Values in all we do.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.
We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Democracy
We provide pupils with a broad general knowledge of, and promote respect for, public institutions and

services by discussing these whenever appropriate in curriculum work.
We model how perceived injustice can be peacefully challenged through our interactions with pupils and the schools' behaviour system.

The Rule of Law
We ensure school rules and expectations are clear and fair by discussing these with pupils and establishing classroom rules with pupils themselves. We help pupils to distinguish right from wrong during everyday interactions and the PSHE curriculum. We focus on fairness and justice to resolve any conflict as part of sanctions and our approach to behaviour. We help pupils to understand that living under the rule of law protects individuals including the vulnerable in society.

Individual Liberty
We support pupils to develop their self-knowledge, self-esteem and self-confidence through every aspect of teaching and learning in school. Pupils take responsibility for their behaviour, as well as knowing their wider rights and responsibilities. We implement a strong anti-bullying culture and actively challenge stereotypes.

Respect and Tolerance
We promote respect for individual differences and help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.
We challenge prejudicial or discriminatory behaviour.
We develop critical personal thinking skills throughout our curricular work. This includes discussion on the differences between people, including; faith, ethnicity, disability, gender or sexuality, and different family situations.

Positive behaviour management uses rewards and sanctions to achieve an ethos of kindness and co-operation through the acknowledgement of the school promises (see below) and high expectations that these are upheld.
The school rules are based on the following six promises:
- **We treat others as we would like to be treated.**
- **We move around school sensibly and quietly.**
- **We listen to others.**
- **We are honest, polite and** kind **to everyone.**
- **We look after our school and everything in it.**
- **We do our best at work and play.**

Learning Dispositions

We also promote our core expectations of positive behaviour through our **EVOLVE** curriculum which puts our values and ethos at the heart of everything we do.
These values are promoted through our curriculum and recognised through our positive approaches.

The six strands of ELVOLVE

EVOLVE stands for:

Excellence –

Vision and Ambition –

Outdoor Provision –

Laughter -

Values –

Equality and Diversity –

Roles and responsibilities

The Principal will:
• Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
• Keep records of all reported serious incidents of misbehaviour.
• Report to Governors and Spencer Academies Trust, when requested, on the effectiveness of the policy.
• Ensure the health, safety and welfare of all children in the school.
• Report to/meet with parents/carers when necessary
• Be aware of and understand his/her rights and responsibilities

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The Principal may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after Spencer Academies Trust have been notified.

All Staff will:
• Give opportunities to develop interpersonal and social skills
• Offer a curriculum that enables pupils to engage
• Give the opportunity to work in groups
• Make sure that pupils listen and are listened to and value others
• Help pupils to gain the ability to make choices about their behaviour
• Help pupils to be confident about their learning and enjoy it
• Help pupils understand their rights and responsibilities as citizens in our society.
• Be a positive role model
• Reward/praise positive behaviour
• Use the behaviour log when necessary
• Ensure the pupils in their class know the class and school rules
• Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
• Be aware of and understand their rights and responsibilities

Pupils will:
• Respect and care for others
• Listen to others
• Learn/work co-operatively
• Obey the school rules
• Resolve disputes positively
• Value and take responsibility of the environment
• When necessary carry out self-monitoring
• Be aware of and understand their rights and responsibilities
• Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:
• Support the school when reasonable sanctions to punish a child have been used
• Promote positive behaviour at home in order to have continuity between home/school
• Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Principal then if necessary the Spencer Academy Trust.
• Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
• Be aware of and understand their rights and responsibilities

Spencer Academies Trust will:
• Support the school in the implementation of the policy
• Give advice, when necessary, to the Principal about disciplinary issues so that he/she can take the advice into account when making decisions about behaviour issues
• Review the effectiveness of the policy

Rewards and Sanctions

Recognising and Celebrating Success at Every Opportunity
Children who consistently meet or exceed our expectations will have the opportunity to participate in a range of child- led activities as part of our EVOLVE time each week. In addition, we acknowledge their great conduct though our celebration assemblies, the awarding of dojo points, small rewards such as a magic basket and messages home.
Class dojo is a monster themed computerised system that is shared with parents and carers and as a tool for tracking behaviour across school. Parents/ carers are able to monitor their child's behaviour through the class dojo app. There is a consistent approach to awarding dojo points and managing behaviour amongst all staff, including play workers. Dojo points are given for positive learning behaviours linked to our EVOLVE values. Examples of good behaviours that could result in a dojo include: Persevering with a difficult task, being polite and showing good manners, working hard to improve a piece of work, being a positive role model in following class routines, looking after a friend at playtime.
When it is safe to do so, parents, carers, stakeholders and friends will be invited in to celebration assemblies which will be held once a half term, where members of each class will receive a certificate for

being nominated for work towards our school ethos, achievements within Reading and Maths or other areas of the curriculum. Evolve Ambassadors from the class will help to lead this assembly.

We praise and reward the children for good behaviour in a variety of other ways:-

- Verbal praise
- Individual class rewards, such as stickers, certificates, praise notes, magic basket.
- Headteacher's Gold Book
- Writer's Award (each half term)
- Phone calls home

Strategies for supporting pupils who are not yet able to demonstrate positive behaviours

- The school environment is designed to support emotional regulation. Most of our displays will be in a neutral background colour to help create a calm and communication friendly space.
- The outdoor space environment will be used for its calming and positive effects.
- Each classroom has an area that is available for a child to go to when they need a break or time to be quiet and reflect. These areas will be comfortable and contain sensory resources to help children calm down and regulate their emotions.
- The school rules will be displayed here. Some children will need an adult to co-regulate with them and occasionally further support, for example, through social stories.
- Around school there are visuals that build an awareness of feelings and strategies to deal with a range of emotions. There are also positive affirmations and motivational quotes around school.
- Our curriculum has the development of social and emotional development at its core. Each week there are opportunities for mindfulness activities and reflection. During PSHE lessons and assemblies we actively teach children about emotions, how to look after their own wellbeing and what they can do if they are feeling worried or upset about anything.
- Consistent routines are in place to make expectations very clear and to ensure the environment is calm and orderly.

We recognise that some children require additional reassurance and support to understand routines and expectations;

- To support children who are struggling with regulations we use visuals including signs and symbols. We make use of visual timetables and now and next boards if appropriate. In addition individual behaviour plans are used to support those children who need specific adjustments to help them develop and demonstrate positive behaviour.
- Individual behaviour plans take into account individual needs and the reasons behind any particular behaviour.
  They will:
  Outline specific support strategies that may be needed to support the child
  Be drawn up in consultation the child and shared with parents.
  Be reviewed regularly.

Whilst we focus on and reward examples of positive conduct, we deal fairly and firmly with anything that falls short of our high standards. Children are supported to recognise that their behaviour can have a negative impact on themselves, property or others. They are expected to take responsibility for their actions and to take steps to put the situation right.

All members of the school community should adopt a restorative approach to support children to reflect on their behaviour and emotions and to identify how they can make positive choices, helping them to resolve conflicts in the class and playground. Any dialogue about inappropriate behaviour should be held away from other children. Children should never be humiliated or shamed, shouted at aggressively, left outside a door or unsupervised.

It is important that we apply sanctions consistently and appropriately to each individual situation.

If children choose not to follow the rules there is an agreed list of graduated sanctions that can be applied by the adult working with them. Should the situation prove serious enough the process will be bypassed at the Principal's discretion.

All members of staff are aware of the regulations regarding the use of force by teachers, as set in DfE publication 'Use of reasonable force – Advice for headteachers, staff and governing bodies,' July 2013, reviewed July 2015: Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting her/himself. The actions that we take are in line with government guidelines on the restraint of children. See Appendices 1 and 2

Within the Classroom

All children to start each day 'reading to learn'

If the children break a school/classroom rule: Identify pupils who are demonstrating positive behaviours and praise. Use **Non-verbal reminders**:

-The look

-Proximity- moving towards a child's space

-Refocusing (it is okay to use the child's name to refocus behaviour)

-Directions and encouragement.

1. **Verbal warning** - reminder of school expectations, e.g reminding of class rule or school rule, clarification of why the behaviour is unacceptable and reminding pupils of possible

consequences. Use of an Affective statement e.g. It is disappointing when… (name of the behaviour)

2. **Think about it** – warning
3. **Teacher's Choice** – the teacher decides how to deal with the child. Recommended strategies are to talk to the child about their behaviour, if necessary at playtime.
4. **Parent Contact** – that the child is aware that their parents will be contacted. If parents are contacted the incident MUST be recorded on the behaviour log [TBC]

For repeat offenders the following sanctions apply:

- Parents asked to come in to school for meeting with class teacher, discuss the consequences from that point
- The child may need to complete a behaviour diary which can be completed by teachers and the pupil about their behaviour throughout the day. All staff and parents must be on board and support the child in successfully completing a positive week's behaviour diary
- If a child is removed to work in the Head's office or at the front of school this incident must be logged on CPOMS (an electronic system used to track and monitor serious behaviour incidents)
- Continuation of negative behaviour will lead to fixed-term exclusion. The ultimate sanction is permanent exclusion. https://schoolsnet.derbyshire.gov.uk/childrens-support-services/attendance-management/exclusions-letters.aspx).
- Children's behaviour can be assessed against the risk assessment guidance in order to find strategies to help.

Examples of behaviours which will lead to reflection and/or consequence include:

Low level disruptive behaviour	Behaviour that would escalate straight to Parent Contact
- Disrupting another child - Chatting in class - Distraction or interruption - Answering back - Not following instructions - Telling lies - Name calling - Unsafe movement around class or school - Unsafe behaviour - Damaging property (minor) - Playtime incident (minor) - Refusal to work - Annoying other children - Inappropriate language	Aggressive and violent behaviour causing deliberate injury to children or staff - Vandalism to buildings or property - Bullying - Major lesson disruption - Leaving school without consent - Abusive and threatening behaviour - Vulgar/homophobic/racist language

APPENDIX 4 – Risk Assessment

Restorative Approach

Inclusive language is used to ensure aspects of the learner are not identified as the problem. The unacceptable behaviour will be identified and discussed with the pupil, eg, "I find throwing a book on the floor unacceptable because…." rather than "You are very bad because…."
At Clover Leys Spencer we are aware that behaviour is usually the stem of underlying problems. Our staff will take time and be given time to work with the child who are struggling with the school rules. Children will start each new day on 'we are ready to learn' and be supported with behavioural issues.
As an inclusive school we value all members of our school community and it is important that all children feel welcome, safe and have a sense of belonging. If there are incidents of discrimination against any of the protected characteristics outlined in the Equality Act- age, disability, gender reassignment, race, religion or belief, sex and sexual orientation they will be dealt with in line with our sanction steps above and the incident recorded on our behaviour log [TBC]. When such incidents do occur we will use our restorative approaches alongside our values and curriculum to develop understanding of why such a behaviour is not appropriate.

Out of School

Our expectations and school rules are in force off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The 'ready to learn' system can be used in all school [morning or after] situation and during out of school situations.
We will have long established expectation that our children's conduct beyond the school gates should reflect the values that we promote and present a positive view of the school within the community we serve. Reports of children behaving inappropriately outside of the school (for example, when playing locally, wearing their school uniform or on a school trip) will be taken seriously and discussed with parents. If the behaviour is criminal or poses a serious threat to a member of public, the police should be informed. In addition, the Principal will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case, they would follow the Safeguarding Policy.

Equality Act 2010

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.
Clover Leys Academy will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community as set out in our Equality Policy.
This means:
1. We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school.

2. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
3. We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
4. We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
5. We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.

Assembly, Playtimes and Lunchtimes

Playtimes and Assemblies
1. The supervising adult will give a verbal reminder of the rule/s being broken
2. If the child chooses to break the rule/s again a laminated card is given out for the child to take back to class and go on the 'ready to learn' system within class
3. Persistent offenders will be removed from the rest of the children until the end of the session and will be sent into their classroom or to the Principal Designate
4. Playleader to inform class teacher

Lunchtimes
1. The supervising adult will give a verbal reminder of the rule/s being broken.
2. If the child chooses to break the rule/s again a verbal warning is given by the Play Leader
3. If the child continues to break the rule they will be issued a laminated card for the child to take back to class and go onto the 'ready to learn' system within class
4. Persistent offenders will be removed from the rest of the children until the end of the session and will be sent into their classroom or to the Principal Designate
5. Play Leader to inform class teacher.

Any behaviour that threatens or endangers other children will necessitate those children being removed to safety whilst members of staff deal with the situation appropriately. All members of staff are accountable
Bullying is a form of negative behaviour and the school will not tolerate bullying of any kind.
Where bullying does take place we will not 'turn a blind eye' to the problem but will take active steps to eliminate and prevent its occurrence in the future. See our separate Anti-Bullying Policy.

Physical Restraint

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 [CPOMS] and reported to parents (see physical handling policy)

APPENDIX 1 – Restraint Recording Form

APPENDIX 2 – Post Incident Information

Parental Support

It is important that our parents and carers fully support our approach to promoting excellent conduct. To this end we would invite our families to work on the presumption that if a professional has highlighted a concern regarding their child's conduct this will be a considered decision, taken in good faith to safeguard our children and to support their social and emotional development.

Through their time in school children are learning to understand and manage their impulses, develop an understanding of social etiquette and recognise the importance of mutual tolerances and respect. It is a time when children develop through first hand experiences and by making mistakes- we consider that to be a vital part of the learning journey. Whilst a child may present a slightly different version of their conduct, reflecting their level of social and emotional development, it is essential that the high standards set by the school are supported at home. In this way we can enable all of our pupils to become well-balanced, well-mannered and courteous citizens of the future.

We encourage parents to support their children's behaviour in school and attached is our Home/School agreement that confirms our approach to behaviour and discipline. We also have a guide for parents to help dealing with all forms of bullying including cyberbullying.

Being Fair

All children deserve a chance to explain themselves; it is the adults' responsibility to allow time for this as close to the incident as possible to make sure it is dealt with fairly. If it is not possible to talk to the child straight away the child should have chance to record what happened either through pictures or writing it down. We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on CPOMS at the staff member's discretion

As previously stated, **consistency** across the school is of the upmost importance. Every member of staff must ensure that they have **high expectations** of the pupils and take a **collective responsibility both in class and around the school**.

We expect an apology from the pupil that is sincere and shows that the child has reflected on their behaviour whenever the school rules are broken.

Procedures for Persistent Offenders and Isolated Incidents

Children who have regular seclusions or who are in danger of being excluded require specific attention and strategies if the consequences and sanctions fail.

In the first stages staff should follow the Behaviour Policy. After monitoring for a week, discussions should take place with the parents to identify any reasons for the behaviour. If unacceptable behaviour continues following discussions with parents the teacher should speak to a member of SLT to decide if the child should be put on report or, if the issue is related to another matter; appropriate action needs to be taken.

In most cases the child will be put on a Behaviour Plan, whereby targets are chosen specific to the child and monitored each lesson throughout the day. The child is on a Behaviour Plan for 2 week intervals. Reports are shared with parents at the end of each day.

APPENDIX 3 – Behaviour Plan

Referral to Nurture Group

If after half a term, a daily Behaviour Plan (see above) is having little impact, a referral to the school's nurture group should be completed. Children will access the nurture group for half a term before this is reviewed. It is the class teacher's responsibility to ensure that a referral to nurture group is discussed with parents prior to them attending. Prior to completing a referral to the nurture group, class teachers will discuss with the SEND Team if the child needs to be listed under 'Social, Emotional and Mental Health' on the SEND List.

Exclusion

If in the opinion of the principal, the child's misbehaviour is serious enough, then the child may receive a fixed term exclusion. The procedures that should be carried out should follow government and local authority procedures.

If the fixed term exclusion constitutes more than 5 continuous school days (not including weekends or school holidays) then the school must arrange for full time education at an alternative setting for the remaining days of the fixed term exclusion. On returning to the school, the principal (or a member of SLT in their absence) should ensure that a reintegration meeting takes place with the child's

parents/guardians and the child. A permanent exclusion will only be sought in the most severe of cases. This again must be in line with the procedure set out by the Local Authority.

The principal should ensure that a record is kept of their actions and that of those of other staff with regard to any exclusions. It is also the responsibility of the principal to inform the Local Authority immediately of any exclusion. The board of trustees will be informed on a termly basis regarding exclusions. They will also be informed about exclusions which would result in the pupil being excluded for more than five days (or more than ten lunchtimes) within a term; as well as permanent exclusions.

Procedures that are to be followed for fixed term/permanent exclusion are detailed on the Local Authority's web site. Additional guidance can be found on DfE website www.gov.uk.

Racism

Definition of a racist incident
A racist incident occurs when people are abused because of their racial difference.
Incidents are investigated as potentially racist if the victim experiences it as racially motivated or others involved see it as such.

Racism is on a continuum that includes bullying and other personal abuse.
It is crucial therefore:
- For the victim to feel supported by the school
- For the perpetrator to be dealt with
- All racist incidents should be recorded on CPOMS so that any patterns of behaviour can be identified

Responding to racist incidents
Racist incidents are serious, however trivial they may seem in isolation. In personal terms they are extremely offensive.
- All incidents are dealt with sensitively
- The senior leadership team and safe guarding lead are responsible for dealing with racist incidents.
- All staff need to be confident to know what is expected of them and be given support in dealing with racist incidents.
- Time is needed to investigate an incident thoroughly, to ensure that justice is done and is seen to be done.
- Support needs to be given to victims.
- Perpetrators need to be counselled and dealt with appropriately and fairly.
- Staff, children, and parents need to be kept informed of progress and outcomes.

Data collection and monitoring

All racist incidents are logged on CPOMS. The log includes other kinds of personal abuse like bullying. This is then monitored by the safe guarding lead and shared with the the trust who collate this information and act on it accordingly.

At Clover Leys Spencer we:

- Encourage children to talk about themselves positively and regard themselves as achievers.
- Provide additional support and security for children who need it before and after school
- Children's experiences and backgrounds are utilised in planning and gathering teaching materials.
- Children share in discussions dealing with racism in circle time activities.
- Provide explicit information for children (on what to do if they are victims of a racist incident)
- Develop positive relationships between staff and children in order to ensure the child can tell about their experiences and share incidents of abuse.

Sexual Violence and Harassment

The school is opposed to any kind of incident of this type. When an incident of this type occurs the school will:

- Record any disclosure and pass on to the DSL or Deputy immediately
- Where sexual violence has been disclosed this is a criminal event and MUST be reported to the police as such
- Parents/carers of the victim/alleged perpetrator should be informed (unless this would put the child at further risk)
- In the case of sexual violence - carry out an immediate risk and needs assessment
- In the case of sexual harassment – carry out a risk assessment on a case-by-case basis
- Engage with children's social care and specialist services as required

Searching, Screening and Confiscation

The following advice is based upon the Department for Education document 'Searching, screening and confiscation - Advice for Head Teachers, school staff and governing bodies' January 2018

Searching

School staff can search a child for any item if the child agrees. (The ability to give consent may be influenced by the child's age or other factors).

The principal and staff authorised by them, have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item.

Prohibited items are:

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

The Principal and authorised staff can also search for any item banned by the school rules.

Links

Anti-Bullying Policy
British Values Statement
Pupil Code of Conduct
Parent Code of Conduct
Physical Handling Policy
Equality and Diversity Policy
Out of School Trips Policy
Transport Policy
Safeguarding Policy
E-Safety Policy
PSHE / RSE Policy
SEND Policy

Appendix 1 - RESTRAINT RECORDING FORM

RESTRAINT RECORDING FORM

1. Pupil's Name………………………………………………………………………….

2. Pupil's Class…………………………………………………………………………

3. Pupil's Age…………………………….

4. Date of Incident………………………………….. Time……………

5. Location of Incident…………………………………………………………………..

6. Staff Member(s) involved in restraint…………………………………………..
……………………………………………………………………………………………

7. Names of staff and pupils who witnessed the incident……………………..
……………………………………………………………………………………………..

8. Reason that restraint was necessary…………………………………………….
……………………………………………………………………………………………
……………………………………………………………………………………………..

9. De-escalation techniques used to try and defuse or calm the situation
…………………………………………………………………………………………..
……………………………………………………………………………………………

10. Description of force/restraint holds used ………………………………………
……………………………………………………………………………………………

11. How was the restraint applied…………………………………………………………
……………………………………………………………………………………………

12. How long was it used for…………………………………………………………………

13. The pupil's response and eventual outcome……………………………………

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14. Details of any injuries suffered by the pupil or staff…………………………

………..

………………………………………………………………………………………………

15. Details of any damage to property…………………………………………………………………..

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16. Details of any medical treatment required……………………………………………………….

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Form completed by………………………………………………………………

Position within School …………………………………………………..

Date Completed ……………………… Time Completed …………

Completed Form to be returned to Designated Staff Member as soon as

possible and ideally the same day as the incident.

Appendix 2

POST INCIDENT INFORMATION

1. Was any post incident support offered to the pupil and if so what Support?

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....

2. Was any post incident support offered to the member of staff involved?

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....

3. Details of follow up, including contact with parents/carers of the pupil

....

....

4. Details of any follow up involvement of external agencies

....

....

Copies of both Forms must be scanned into CPOMS and in the Pupil's Personal Record file.

Appendix 3

Behaviour Plan

PUPIL NAME:	CLASS:	YEAR GROUP:
Date of birth: Date plan starts: Date of next review:		Medical conditions/needs: Staff working with the pupil:
Challenging behavior: What does it look like? What triggers it?		**Targets:** What are we working towards? How do we get there?
Strategies for positive behavior: How do we maintain positive behavior? • Phrases to use • Rewards, motivators		**Early warning signs:** How do we prevent an incident? • What to look out for • How to respond (reminders, alternative environment)
Reactive strategies: How do we diffuse the situation? • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?		**Support after an incident:** How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Likes		**Dislikes**

PUPIL NAME:	CLASS:	YEAR GROUP:

Skills and Talents	**Achievements**

Agreement:	
Parent name	Staff name
Parent signature	Staff signature
Date	Date

Log of incidents:

Date	Description of behaviour	Trigger for incident	Action taken

IBP evaluation and next steps:

How effective is the plan?

<mark>Record suggestions to be considered when this plan is reviewed.</mark>
Is the behavior Panel at Derbyshire County Council aware of this situation? **What strategies have been implemented following on from any referrals to outside agencies?**

Risk Assessment Template

GENERAL INFORMATION	
PUPIL'S NAME	
ADDITONAL INFORMATION e.g SEND, PP, EAL, medical conditions etc	
DATE OF BIRTH	
ASSESSMENT COMPLETED BY	
SIGNATURE	
DATE OF ASSESSMENT	
REVIEW DATE	

Verbal aggression

E.g. regular angry outbursts or shouting, swearing or being very argumentative.

IDENTIFICATION OF RISK	
What risks does this behaviour pose?	For example: 　　Causes distress and/or anxiety in pupils and/or staff 　　Could turn into physical aggression
Who is affected by the risk?	For example: 　　Other pupils 　　Staff 　　Wider school community

ASSESSMENT OF RISK	
In which situations does the risk usually occur?	Describe any triggers that you know of, e.g.: 　　Being asked to do something by a member of staff 　　Being told 'no' 　　Working with a particular pupil/group of pupils
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has exhibited verbal aggression on many occasions when being asked to do something by a member of staff, presume that the risk is likely to arise.
If the risk arises, who is likely to be injured or hurt?	For example, if verbal aggression has the potential to turn into physical aggression, it could be: 　　Pupils in close proximity 　　The class teacher 　　Staff on lunchtime supervision duties
What kinds of injuries or harm are likely to occur?	For example: 　　Physical injuries, such as bruises or cuts, if the verbal aggression turns into physical aggression 　　Non-physical harm, such as anxiety and distress
How serious are the adverse outcomes?	Would those affected require medical attention or counselling? How long-lasting would the impact be?

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RISK REDUCTION			
TYPE OF ACTION	**OPTIONS**	**BENEFITS**	**DRAWBACKS**
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	For example: - Being aware of the triggers - Setting clear boundaries for what is acceptable and what isn't	For example: - The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the risk - The measure is set out in the pupil's behaviour plan	For example: - The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers - The pupil does not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	For example: - Time out for the pupil in a safe, calm area - Moving the pupil to a quiet area in the classroom	For example: - The change of scenery may help the pupil calm down - There's no need for the pupil to leave the classroom and they can rejoin the lesson when they have calmed down	For example: - If the time out area is outside of the classroom, there would need to be a member of staff to supervise - It may be difficult to find space for a quiet area in the classroom
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	For example: - Removing the pupil from class to calm down - Withdrawal of attention or the use of a distractor	For example: - Prevents other pupils from being in close proximity - Can be an effective way to step in without using reasonable force or physical restraint	For example: - Requires a safe space and a member of staff to be with the pupil - May not be effective with all pupils

Physical aggression

E.g. frequently hitting, biting or kicking others or hair pulling.

IDENTIFICATION OF RISK	

What risks does this behaviour pose?	For example:
	    Causes injury or harm
	    Leads to anxiety in pupils and/or staff

Who is affected by the risk?	For example:
	    Other pupils
	    Members of staff
	    Wider school community

ASSESSMENT OF RISK	

In which situations does the risk usually occur?	Describe any triggers that you know of, e.g.:
	    Being told 'no'
	    Disagreements with another pupil

How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has exhibited physical aggression on many occasions when being told 'no', presume that the risk is likely to arise.

If the risk arises, who is likely to be injured or hurt?	For example:
	    Anyone triggering the behaviour – e.g. the class teacher who told the pupil 'no'
	    Pupils or staff in close proximity
	    The pupil themself

What kinds of injuries or harm are likely to occur?	For example:
	    Physical injuries, such as cuts, bruises or concussion
	    Non-physical harm, such as anxiety and distress

How serious are the adverse outcomes?	Would those affected require medical attention? How long-lasting would the impact be?

RISK REDUCTION			
TYPE OF ACTION	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	For example: - Being aware of triggers - Setting clear boundaries for what is acceptable and what isn't	For example: - The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the risk - The measure is set out in the pupil's behaviour plan	For example: - The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers - The pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	For example: - Removing the pupil from class to calm down	For example: - Prevents other pupils from being in close proximity	For example: - May require the use of reasonable force which poses a risk to the member of staff carrying out the reasonable force
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	For example: - Reasonable force or physical restraint where necessary	For example: - May be the only option to step in and keep other pupils and/or staff safe	For example: - Poses a risk to the pupil or member of staff

Destructiveness

E.g. deliberately damaging school property or the property of pupils and/or staff.

IDENTIFICATION OF RISK	

What risks does this behaviour pose?	For example:
	    High-value property (e.g. IT equipment) is damaged
	    Causes distress for pupils and/or staff
	    Causes harm or injury to pupils and/or staff in close proximity
	    Pupil may injure or harm themselves (e.g. if they smash a window they may injure themselves)

Who is affected by the risk?	For example:
	    Other pupils
	    The pupil themselves
	    Staff members
	    Wider school community - for example, the parents of the pupil whose property has been damaged

ASSESSMENT OF RISK	
In which situations does the risk usually occur?	Describe any triggers that you know of, e.g. in retaliation to being told off.
How likely is the risk to arise?	Consider any past incidents to help with this. For example, if the pupil has been destructive on many occasions when being told 'no', presume that the risk is likely to arise.

If the risk arises, who is likely to be injured or hurt?	For example:
	    Pupils or staff in close proximity
	    The pupil themselves

What kinds of injuries or harm are likely to occur?	For example:
	    Physical injuries, such as cuts, bruises or concussion
	    Non-physical harm, such as anxiety and distress

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ASSESSMENT OF RISK

How serious are the adverse outcomes?	Would those affected require medical attention? How long-lasting would the impact be?

RISK REDUCTION

TYPE OF MEASURE	OPTIONS	BENEFITS	DRAWBACKS
Proactive interventions to prevent risk, i.e. before the pupil displays challenging behaviour	For example: • Being aware of triggers • Setting clear boundaries for what is acceptable and what isn't	For example: • The measure is easy to implement – the class teacher can avoid grouping the pupil with pupils X, Y and Z which triggers the risk • The measure is set out in the pupil's behaviour plan	For example: • The measure is only easy to implement for staff who are in regular contact with the pupil – it may not be possible for all staff members (including supply staff) to be aware of the triggers • The pupil may not respond well to the boundaries set
Early interventions to prevent risk, i.e. at the first sign that the challenging behaviour could take place	For example: • Removing the pupil from class to calm down	For example: • Provides a change of scenery that may help diffuse the pupil's behaviour	For example: • May require the use of reasonable force and pose a risk to the member of staff carrying out the reasonable force
Reactive interventions to manage risk, i.e. where the pupil is already displaying the challenging behaviour	For example: • Reasonable force or physical restraint where necessary	For example: • May be the only way for a member of staff to step in and prevent injury or harm	For example: • Can put the member of staff stepping in at risk