



## Positive Behaviour Policy & Statement of Behavioral Principles Petersfield Church of England (Aided) Primary School

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### **God teaches us we are all equal, valued and unique.**

We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **"I have come that they may have life, and have it to the full." John 10:10.**

**Love: 1 Corinthians 13:4-7** - It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

**Trust: Isaiah 26:4** - It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

**Peace: Thessalonians 5:13** - It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

**Friendship: Luke 6:31** - We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

**Creativity: Romans 12:6** - Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

### **Aims**

In line with the legislation, requirement and guidance listed in Appendix 1, our behaviour policy exists to support adults and to provide children with the best circumstances in which to understand how to behave in a pro-social manner and understand their social responsibility, both in and out of class and in the wider community.

The key purpose of this policy is to provide a safe, happy, engaging and caring environment in which everyone is given the opportunity to learn and develop positive, pro-social attitudes and values.

Through the daily living of our school values and commitment to our vision, adults model and remind children of behavioural expectations and our children have a responsibility for their behaviours, and are given support to demonstrate pro-social behaviours.

This policy establishes how we help children become aware of their behaviour and how the consequences of behaviour can affect learning, other people and the school environment. Furthermore, this policy aims to:

- Provide a supportive, welcoming and friendly atmosphere where mutual respect is fostered.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Set out a clear set of expectations, which are achievable by all.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Encourage everyone to take responsibility for their own actions and the consequences of them.
- Encourage children to become independent in their approach to work and in managing their own behaviour.
- Enable children to reflect upon their words or actions, the consequences of them, and to consider alternative behavioural choices.

## Principles

Our Policy is underpinned by the principles of Cambridgeshire Steps (Therapeutic Thinking Approach). A glossary of terms used in the Cambridgeshire Steps (Therapeutic Thinking Approach) approach can be found in appendix 2. As part of the Cambridgeshire Steps approach, we know that positive emotional wellbeing is an essential prerequisite to effective learning. The Steps approach advocates the following rationale by Pam Leo:

*"You can't teach children to behave better by making them feel worse. When children feel better, they behave better."*

We therefore manage the development of internal discipline to gradually replace external discipline. We analyse behaviour rather than moralising and look for the root causes of feelings and experiences.

We strive to uphold the following principles:

1. A commitment to a positive and respectful culture within the school or setting.

It is accepted that a whole-school approach focusing on positive emotional wellbeing and behaviour culture requires deliberate creation. Through strong leadership this is designed and detailed through a clear vision, and values focusing on realistic social and academic expectations for all.

2. Behaviour is a form of communication

Approaches to emotional wellbeing and behaviour are viewed in a non-judgmental, curious, and empathetic way. In 2014 the Code of Practice of Special Educational Needs (SEN) replaced the term Behaviour and Social Difficulties (BESD) with Social, Emotional and Mental Health (SEMH), promoting a shift towards a therapeutic approach to behaviour.

3. Not all behaviours are a choice

Pupils with poor emotional wellbeing are regarded as vulnerable rather than troublesome. It is accepted that some behaviours can be driven by a communication need, a perceived outcome, or a biological reaction to overwhelming feelings.

4. Behaviours can change and improvement can be secured

Expectations of pupils' emotional wellbeing and behaviour are high but realistic and grounded in a belief that change can be effected and improvements achieved.

5. Clear boundaries are paired with an individualised graduated response where needed

A nurturing and structured environment is used to keep pupils safe. A clear, well-communicated behaviour policy is used to set standards and create consistency. The policy enables reasonable adjustments for unambiguous, well-shared plans where differentiation from the policy is essential to meet pupils' needs including educational, mental health and other needs or vulnerabilities.

6. Pupils may develop academically and emotionally at different rates

It is accepted that there may be a difference between a pupil's chronological age, their academic achievement and their emotional literacy. Pupils achieving well academically may still require differentiated planning.

7. Pupils are supported to develop internal discipline/self-regulation and resilience

A variety of feedback, reward, or consequence systems are used to develop pupils as resilient, independent learners with positive emotional wellbeing and behaviour.

8. A commitment to equality and equity

Each pupil receives resources appropriately differentiated to enable them to access school, learning and social opportunities, equally. The Equalities Act 2010 recognises that some pupils may need additional support to increase positive emotional wellbeing and improve behaviour.

9. A commitment to exclusion reduction

Permanent exclusions are used only as a last resort. There is a clearly defined rationale for permanent exclusion linked to an understanding of vulnerable groups such as those affected by attachment, adverse childhood experience, trauma, mental health, and protected characteristics such as disability or race.

10. Engagement of families, outside agencies and the wider community is sought when planning support for pupils

There is proactive engagement with families, outside agencies and the wider community to promote consistent support for children and young people. Parents and carers are key in promoting positive emotional wellbeing. These adults have an informed perspective, and their insights are of value in informing planning and decision-making.

## **Roles and responsibilities**

### **The governing board is responsible for:**

- Reviewing and approving the written statement of behaviour principles
- Reviewing and approving this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The headteacher is responsible for:**

- Reviewing this policy and principles in conjunction with the governing body
- Ensuring that the school environment encourages positive behaviour
- Monitoring the policy to ensure it is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **Teachers and all support staff are responsible for:**

- Creating a calm and safe environment for pupils
- Implementing the behaviour policy consistently to encourage pro-social behaviour and address unsocial and anti-social behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and carers should:**

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unsocial or antisocial behaviours (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

### **Pupils are responsible at all times for:**

- Demonstrating the school rules
- Demonstrating pro-social behaviours
- Following the school's routines
- Demonstrating the school non negotiables

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Our school rules

Fundamental to our approach is that all members of our community share the same rights – to be treated in accordance with our school rules. Our school rules are that all members of the community should be:



## Our Petersfield Rules

### Kind Responsible Safe

Whilst all members of our community share these rights, we also all share the responsibility to respect the rights of all members of our community. All classes have on display a school rules poster which staff and pupils have created with illustrative examples of each rule. These are on display in each classroom. The rules can be used to reflect on and consider the impact of individual behaviour on other members of our community.

1. We are **kind**

2. We are **responsible**

3. We are **safe**

Together we 'Live Life to the Full'



## A Therapeutic Approach

We recognise that part of the role of a school is to 'teach' behaviour and that we are responsible for growing internal discipline in the children we teach. Teaching behaviour is about:

- Relationships - Having positive relationships with children, building trust, acting in a consistent and fair manner and building a genuine rapport is the most effective way of ensuring a positive and engaging learning environment.
- Experiences - Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Modelling – Using words and actions that mirror responses we are trying to encourage in children.
- Actively listening – Listening to children to understand their feelings and view points
- Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
- Reward and positive reinforcement - Noticing when children are demonstrating pro-social socially acceptable behaviours (catching them getting it right) and ensuring this is praised and rewarded.
- Comfort and Forgiveness - Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.
- For some children a change of adult or tactical ignoring (managing the oxygen in the room) can be successful.

We teach pupils about their feelings and emotions in everyday teaching opportunities across the curriculum and at specific occasions such as in collective worship and in PSHE lesson.

## Praise and Rewards

Learners should develop the understanding that their positive, pro-social behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we aim to 'catch the children getting it right' through specific, labelled, verbal praise. In school, children may be rewarded by any adult for pro-social behaviour with direct, labelled praise, which labels the behaviour shown, or through the receipt of a team points and 'Tickled Pink' slips. Team points are collated together and together with the 'Tickled Pink' slips are celebrated in our Headteacher Celebration Collective Worship.

## Pro-social Behaviours

The vast majority of pupils at the school behave well and have positive, pro-social attitudes to school and learning. Pro-social behaviours include those listed in our non-negotiable which include acts of helping, cooperating, sharing, consoling, charity, respect, showing kindness, speaking gently, considering feelings, good manners and acting a courageous advocate. With a little support, the vast majority of pupils are able to maintain this. To support pro-social behaviours for all children, all school staff will consistently:

- Create and maintain a stimulating, appropriate environment that encourages pupils to be engaged
- Model positive behaviour for all pupils
- Use the agreed school language to support pupil self-regulation and reflection in the moment 'Stop, breathe, think'

- Invite pupil voice "What happened?"
- Allow children processing time in response to questions and instructions.
- Ensure children are listened to and are given the opportunity to express how they feel.
- Make expectations clear, including naming and modelling desired behaviours.
- Praise children by 'catching them getting it right' and label that pro-social behaviour.
- Avoid the use of ambiguous language such as 'good behaviour'. For example, instructions could be: work independently; demonstrate the respectful behaviour..... Praise could be: thank you for tidying the pens away; well done for completing all of the spellings.
- Recognise that all children are individuals and may need person-specific approaches.
- Use a planned approach in line with school policy in order to be consistent in their approaches to behaviour management and responses to individuals.
- Manage interaction, communication and instruction from an emotionally-regulated place.
- Seek colleague support to manage situations which might become more emotionally challenging.



# Our Petersfield Non-Negotiables

What is expected from everyone in school, all of the time.

## Kind

### Kind

- Use kind and nice words to others
- Care for others and check they are okay
- Look after our environment
- Be helpful, never huff and puff if someone doesn't know an answer

### Respectful

- Look at others when you or they are speaking
- Do not talk when others are trying to speak
- Give other people time if they need it
- Always be polite to others and use manners i.e. 'Please' and 'Thank you'
- Walk around school quietly
- Always listen carefully to adults
- Do not distract others by talking, calling out, fidgeting, not listening
- Always work co-operatively, help others and try your very best

## Responsible

- When an adult raises their hand for silence or attention, stop, be silent and raise your hand
- Be ready to learn (sitting quietly, pencil, and resources ready) etc
- Be dressed in the correct uniform at all times
- Be responsible for your own belongings and do not touch things that belong to others
- Remember to go to the toilet at break times
- Be proud of all your workbooks (no doodles, best handwriting, neat crossing out, no rubbers, careful colouring, ruler for underlining)
- Set out work neatly starting each line on the left-hand side
- Always produce your best work
- Use quality tools i.e. sharp pencils
- Look after reading books and keep them tidy on the shelves
- Tell an adult if you ever have a worry or concern
- Reflect on your feelings and behaviours and the impact that your actions have on other
- Accept any educational and protective consequences.

## Safe

- Always do what adults ask first time
- Follow the playground and dining hall rules
- Sit appropriately on your chair i.e. no swinging, no knees up on tables, no sitting on desks
- Don't hurt people
- Walk safely around school
- Play gently e.g. tag gently
- Be aware of the space around you when you are playing sports
- If you're injured, seek adult help immediately
- Demonstrate our school rules, values and vision in school and outside school

Together we 'Live Life to the Full'

Love • Trust • Peace • Friendship • Creativity

## Supporting all learners

At our school, we recognise that negative experiences created negative feelings and negative feelings create negative behaviour. We also know that positive experiences created positive feelings and positive feelings create positive behaviours. It is therefore the responsibility of every adult in school to seek to understand the reason why a pupil is presenting anti-social behaviours and change the circumstances in which the behaviour occurs. We aim to ensure each pupil receives the resources, experiences and appropriate intervention and support in their learning to achieve their full potential. When supporting pupils with SEND, especially where their SEND affects 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 any substantial disadvantage to a disabled pupil being 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 take into account the specific circumstances and requirements of the pupil concerned and may include adjustments such as short, planned movement breaks, adjusting seating plans, adjusting uniform requirements, training for staff in understanding conditions and use of separation spaces (sensory spaces). 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/carers to create the plan and review it on a regular basis. If the school has a concern about the behaviour of a pupil with an Education Health Care (EHC) plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating, appropriate environment that encourages pupils to be engaged
- Display our school vision, values, rules and non-negotiables
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines including a morning and daily routines (appendix 3)
    - Have a learning activity ready for pupils to engage with immediately
    - Carry out a uniform check – any items not in-line with uniform policy corrected immediately by the pupil if possible or a slip added to the pupil's reading record and a log of this slip kept.
    - Check earrings and jewellery - any items not in-line with uniform policy corrected immediately by the pupil if possible or a slip added to the pupil's reading record and a log of this slip kept.
    - Resources check
    - Reading / Mathematics check
    - Homework check
    - SIMS, lunch and bus register completed
    - Reminding pupils of the break, lunchtime, toilet, collective worship and school expectations at regular appropriate intervals
  - Model, highlight and promote pro-social behaviour
  - Conclude the day positively and starting the next day afresh
  - Follow the school policy when dealing with low-level disruption and challenging behaviour
  - Support the transition of incoming pupils and those preparing to transition to understand the expectations of behaviour.

### **Low level and challenging behaviour**

When facing with low level or challenging behaviour, staff will employ a choice or selection of the following strategies in response to challenging behaviour. Staff will:

- Use the agreed school language to support the pupil's self-regulation and reflection in the moment 'Stop, breathe, think'
- Listen to children using the sentence stem "Tell me what happened...(and I will listen)"
- Use positive phrasing, using the child's name and 'Thank you' e.g. - (Child's name), Stand next to me, thank you - Put the toy on the table, (child's name), thank you.
- Offer a limited choice e.g. Put the pen on the table or in the box; When we are inside, Lego or drawing; Talk to me here or in the courtyard.
- Disempower the behaviour e.g. You can listen from there; Come and find me when you come back; Come down in your own time. This is referred to as 'managing the oxygen in the room'.
- Use a de-escalation script e.g.
  - Use the person's name – David
  - Acknowledge their right to their feelings – I can see something is wrong
  - Tell them why you are there – I am here to help
  - Offer help – Talk to me and I will listen
  - Offer a "get-out" (positive phrasing) – Come with me and...

### **Reflecting on incidents and repairing relationships in order to move forward positively**

An important principle of our approach is that we **analyse** children's behaviour and **do not moralise** about it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change their behaviour.

It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting anti-social behaviour and to change the circumstances in which the behaviour occurs.

It is the responsibility of each child to take positive steps towards pro-social behaviour, within the changed circumstances provided.

**All staff will:**

1. Praise the pro-social behaviour of other learners - give their attention and praise to those demonstrating positive behaviour. Staff will not draw attention to the focus child and / or any anti-social behaviour.
2. Analyse what is causing the child to behave in a certain way and put actions in place to lessen the child's anxiety or anger and support the activity they are taking part in.
3. Provide a non-verbal warning (e.g. by changing position in the classroom/ activity area to be nearer the child to regain their attention or to be clearly monitor them or to be available for support).
4. Redirect the child's attention to their work / activity with a question or statement.
5. Provide a positive reminder of the pro-social behaviour expected.
6. Issue a verbal warning, using language of choice that includes a reminder of the consequences.

Level	Supported by	Examples of Behaviour	Examples of Consequences - Educational and Protective
7	Class teacher and support staff	<ul style="list-style-type: none"> <li>▪ Not demonstrating our values</li> <li>▪ Low level unsocial behaviours and disruption to teaching and learning, e.g. calling out, answering back, questioning instruction, interrupting others, leaving seats without permission, making noises, distracting others, name calling, not respecting personal space</li> <li>▪ Not moving around the school sensibly</li> <li>▪ Lack of focus</li> <li>▪ Inappropriate use of resources</li> <li>▪ Unsafe behaviour</li> <li>▪ Refusal to work / unacceptable output</li> <li>▪ Rudeness to an adult in class or challenge to authority</li> <li>Incorrect uniform</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reminded of our rules / non-negotiables</li> <li>▪ Use the agreed school language to support pupil self-regulation and reflection in the moment 'Stop, breathe, think' and listen to the pupil's thoughts as appropriate</li> <li>▪ Expectations made clear, including naming and modelling desired behaviours, and the pupil asked to repeat the action in line with our school rules, e.g. walk back down the corridor</li> <li>▪ Time allocated to practise the activity / pro-social behaviour/ complete work (including at break or lunchtime)</li> <li>▪ Moved to an independent table or space</li> <li>▪ Remove equipment used in choice</li> <li>▪ Loss of up to 5 minutes break or lunch time to reflect and/or catch up on lost learning</li> </ul>
8	Class teacher and support staff with support / notification to SLT	<ul style="list-style-type: none"> <li>▪ Repeated Level 7 behaviour</li> <li>▪ Difficult behaviour</li> <li>▪ Deliberate unauthorised access to parts of the school environment</li> <li>▪ Significant unsafe behaviour including refusal</li> <li>▪ Behaviour which constantly disrupts the learning of others</li> <li>▪ Physical response to another child</li> <li>▪ Significant contravention of our school values</li> <li>▪ Witnessing bullying and not acting</li> <li>▪ Use of a mobile phone or smart device in school (see Mobile Phone Policy)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reminded of our rules / non-negotiables</li> <li>▪ Use the agreed school language to support pupil self-regulation and reflection in the moment 'Stop, breathe, think' and listen to the pupil's thoughts as appropriate</li> <li>▪ Expectations made clear, including naming and modelling desired behaviours, and the pupil asked to repeat the action in line with our school rules, e.g. walk back down the corridor</li> <li>▪ Short-term removal from activity for time out</li> <li>▪ Remove equipment used in choice</li> <li>▪ Reduced access to areas or school resource</li> <li>▪ Separation of pupils temporarily</li> <li>▪ Increased supervision of activities</li> <li>▪ Time allocated to practise the activity/ pro-social behaviour / complete work (including at break or lunchtime or at home)</li> <li>▪ Myconcern record completed</li> </ul>



			<ul style="list-style-type: none"> <li>▪ Reflection sheet completed</li> <li>▪ Letter explaining choice points &amp; feelings written</li> <li>▪ Loss of 10 minutes break or lunch time to reflect and/or catch up on lost learning</li> <li>▪ Parents informed</li> </ul>
9	Class teacher and support staff working with SLT	<ul style="list-style-type: none"> <li>▪ Repeated Level 8 behaviour</li> <li>▪ Dangerous behaviour with the intention to harm</li> <li>▪ Bullying, including cyber bullying, prejudice-based and discriminatory bullying (see out anti-bullying policy)</li> <li>▪ Vandalism or theft</li> <li>▪ Abusive, sexist, homophobic or discriminatory language</li> <li>▪ Possession of any prohibited items. These are: <ul style="list-style-type: none"> <li>○ Knives or weapons</li> <li>○ Alcohol</li> <li>○ Illegal drugs</li> <li>○ Stolen items</li> <li>○ Tobacco and cigarette papers</li> <li>○ E-cigarettes or vapes</li> <li>○ Fireworks</li> <li>○ Pornographic images</li> <li>○ 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)</li> </ul> </li> <li>▪ Physical violence, e.g. throwing, objects directly at another child, harming another child or adult</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the agreed school language to support pupil self-regulation and reflection in the moment 'Stop, breathe, think' and listen to the pupil's thoughts as appropriate</li> <li>▪ Expectations made clear, including naming and modelling desired behaviours, and the pupil asked to repeat the action in line with our school rules, e.g. walk back down the corridor</li> <li>▪ Removal from activity for time out</li> <li>▪ Remove equipment used in choice</li> <li>▪ Confiscation of prohibited items</li> <li>▪ Reduced access to areas or school resource</li> <li>▪ Separation of pupils temporarily</li> <li>▪ Increased supervision of activities</li> <li>▪ Time allocated to practise the activity/ pro-social behaviour / complete work (including at break or lunchtime)</li> <li>▪ Myconcern record completed</li> <li>▪ Reflection sheet completed</li> <li>▪ Letter explaining choice points &amp; feelings written</li> <li>▪ Missed break or lunch time to reflect and/or catch up on lost learning</li> <li>▪ Reflection Time with SLT</li> <li>▪ Internal suspension</li> <li>▪ Parents informed</li> <li>▪ Meeting with parents</li> <li>▪ Behaviour Plan</li> </ul>
10	Headteacher & Governors	<ul style="list-style-type: none"> <li>▪ Repeated Level 9 behaviour</li> <li>▪ Dangerous behaviour including serious fighting or action with the intention of causing significant harm to another child or adult</li> <li>▪ Bringing the school into serious disrepute</li> <li>▪ Persistent refusal to comply with the school behaviour policy</li> <li>▪ Smoking</li> <li>▪ Child on child abuse</li> <li>▪ Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)</li> <li>▪ Sexual harassment, meaning unwanted conduct of a sexual nature, such as: <ul style="list-style-type: none"> <li>○ Sexual comments</li> <li>○ Sexual jokes or taunting</li> <li>○ Physical behaviour such as interfering with clothes</li> <li>○ Online sexual harassment, such as unwanted sexual comments and messages (including on</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the agreed school language to support pupil self-regulation and reflection in the moment 'Stop, breathe, think' and listen to the pupil's thoughts as appropriate</li> <li>▪ Expectations made clear, including naming and modelling desired behaviours, and the pupil asked to repeat the action in line with our school rules, e.g. walk back down the corridor</li> <li>▪ Removal from activity for time out</li> <li>▪ Remove equipment used in choice</li> <li>▪ Reduced access to areas or school resource</li> <li>▪ Separation of pupils temporarily</li> <li>▪ Statement that the police will be called</li> <li>▪ Call an ambulance</li> <li>▪ Evacuate the room / building</li> <li>▪ Increased supervision of activities</li> <li>▪ Removal from the classroom (this must be for the minimum amount of time necessary, supervised by a member of staff to enable learning, include a reintegration and support plan, must not usually be for longer than 1 day and must be with the permission of the Headteacher)</li> <li>▪ Internal suspension</li> <li>▪ Fixed term suspension</li> <li>▪ MyConcern record completed</li> <li>▪ Reflection sheet completed</li> <li>▪ Letter explaining choice points &amp; feelings written</li> </ul>



		social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content	<ul style="list-style-type: none"> <li>▪ Missed break or lunch time to reflect and/or catch up on lost learning</li> <li>▪ Meeting with parents</li> <li>▪ Behaviour Plan</li> <li>▪ Participate in planned interventions</li> <li>▪ <b>Permanent exclusion</b></li> </ul>
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### Consequences

Adults have the responsibility to use consequences that are logical and therefore linked to the behaviours shown; this should help the young person learn and develop positive coping strategies/behaviours. Consequences act on internal discipline by creating a learning opportunity relating to the anti-social behaviour or the harm caused. Consequences may include: completing a task, limiting access to play resources, being escorted when moving between classes, assisting with repairs or restorative meetings. Children must be given processing time for all consequences. Adults should be conscious of when they need to offer an 'olive branch' and recognise when a child is offering the same. Adults should also be mindful of conducting conversations away from other children. In most cases, a reminder from a familiar adult, introducing an element of choice about the outcome, is expected to be sufficient to modify the behaviour. It is important to give positive choices and highlight possible outcomes so that the child has the ownership of their behaviour and the control over the consequence.

### Resolution

Acting to address behaviour sometimes means a protective consequence but often this instead means an educational consequence of teaching to support a child / children to a resolution. Commonly, a resolution is when the act stops and both or all parties feel content with the outcome or understand the behaviour policy has been followed. At times, different parties may perceive the situation differently but clear steps for next time could then be agreed. 'Reflect, Repair, Restore' work might be appropriate, using a Reflection Log. Initially asking the pupil "What happened?" then being ready to listen to the child is an essential first step. Directing a child to 'say sorry' is unlikely to bring about effective resolution for both parties. An exploration of feelings and the impact of actions on all parties and what could be different next time is generally more effective. Where behaviour warrants recording, the resolution achieved following support for a child/children should be recorded as well as the behaviour resulting in the need for resolution. An example of specific methods to support children reconcile are choice points and the support group method detailed in our Anti-bullying and Prejudice Related Incident Policy. Where necessary, external agencies may be accessed to support pupils and staff in resolution and learning.

### Choice Points

At Petersfield we use an Antecedent, Behaviour, Consequence (ABC) method of analysing behaviour and exploring choices with pupils. By exploring with a pupil what the trigger was (A), what happened (B) and the consequences of this (C). By exploring "What happened?" a reasonable account of the whole incident can be identified. Children can then identify where they had choices, which choice may have worked best and what the possible consequences of such choices could have been.

Arguments, differences of opinion or disagreements, including verbal and physical altercations between children that arise from time to time are rarely bullying but are an aspect of life which, is part of growing up and learning how to learn and play alongside others. Learning to deal effectively with such situations are part of children's' lifelong education and we support all pupils to learn and live within our school values as they learn to fall out and reconcile well. Educational and protective consequences, including exploring feelings and the impact of actions, help pupils to identify the choices they could have made and could make in future.

Children are encouraged to use the 3 Steps - Stop, Help, Together.



**Kind • Responsible • Safe**



**Together we 'Live Life to the Full'**  
**Love • Trust • Peace • Friendship • Creativity**

If children are the target of any anti-social behaviour, they are encouraged to stand up to the person who is using anti-social behaviour and tell them to stop identifying that they do not like it. If this does not stop, children are encouraged to:

- tell a trusted adult, such as a member of staff or a parent
- tell a trustworthy friend who can seek adult support
- tell a trusted pupil such as a member of the school council, peer mediator etc

When children witness or are aware that anti-social behaviour is happening, it is their responsibility to do something about it. Although this situation can be hard, they should act in line with our values and behaviour policy to support others. This support could involve:

- tell a trusted adult, such as a member of staff or a parent
- tell a trustworthy friend who can seek adult support
- tell a trusted pupil such as a member of the school council, peer mediator etc

Where a trusted adult outside of school is told, they should contact the child's classteacher with a factual account of what the child reported so the classteacher can work with the child/children to address this.

### **Reporting Incidents**

Where behaviour incidents reach level 8 or above, or where incidents have involved SLT in their de-escalation, staff involved will complete a log on MyConcern to detail the behaviour. Records should be completed in a timely manner and usually on the same day but certainly within 24 hours. Records should contain key information and recount the events and responses to these and the rationale for actions. All reports should be written in factual, non-judgmental languages. Actions (Pro-social, unsocial and antisocial) should be specified and not generalised (an example of a generalised response is the pupil had a 'good day'. In contrast, a specific response would detail all the pro-social behaviours such as lining up, putting a hand up in class and saying thank you).

At an appropriate time following the behaviour incident, a Reflection Form (appendix 4) will usually be completed with the pupil and uploaded to the MyConcern log. This Reflection Form will usually be completed by an adult involved in the incident but may be completed with another adult, depending on what is most appropriate. The purpose of the reflection process is to support the pupil to understand the consequences of their action and to reconcile and resolve the situation to ensure

they learn from their behavioural mistake. It also provides an opportunity for staff to analyse behaviour and identify where differentiated practice is needed to meet a pupil's needs. All staff are responsible for reporting and following up any incident they are involved in which requires this and reporting this to the classteacher.

### **Working with Parents and Carers**

Where the school records behavioural incidents that are designated at level 8 or above, the parents of the pupil will usually be contacted by the classteacher. The school will endeavour to involve parents where children's behaviour is not in line with the positive behaviour policy expectations constructively at an early stage to enable parents to support their child's and the school. The school seeks to work in partnership with parents/carers to help children to learn about the consequences of their behaviour choices and to support them to adopt positive behaviour choices in future. For level 8 incidents and above, the outcome of the meeting and agreed actions/responses will be recorded by the school on the school's electronic recording system.

Where the behaviour relates to bullying, or a serious incident, the parents/carers of the child identifying as negatively impacted by the child's behaviour will also be invited to discuss any support needs for their child with the classteacher.

### **Behaviour Plans**

Behavioural mistakes are learning opportunities. It is sometimes necessary to create an Individual Behaviour Plan for a pupil using information from all previous reflections to create a plan to outline how we are going to respond to a particular behaviour in a classroom to avoid any escalation of anti-social and dangerous behaviour. A plan supports the individual and the whole school community. Plans will also outline opportunities for the pupil to experience pro-social feelings and behaviours.

### **Unforeseen incidents**

Unforeseen behaviour can be categorised into three categories: unsocial, anti-social and dangerous. If the unforeseen behavior is unsocial or anti-social, staff should use their professional judgment to respond to the behaviour in line with the policy. If the behaviour is dangerous, staff should use their professional judgment to follow the challenging behaviour section of this policy, including the de-escalation script. Any unforeseen behaviours should then be reported on the school electronic recording system. Consideration will then be given as to whether the policy needs to be updated.

### **Offsite behaviour**

The positive behaviour policy may be applied where a pupil has misbehaved off-site when representing the school. This means 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
- Acting contrary to the positive behaviour policy online

The policy may also be applied where a pupil is off-site, at any time, whether or not the conditions above apply, if the behaviour:

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

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

### **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions in line with our Restrictive Physical Intervention Policy.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff or pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider the response to the pupil in accordance with this policy. Pastoral support will be offered to for pupils and adults accused maliciously of misconduct in line with our therapeutic approach.

### **Confiscation, screening and searching**

In the exceptional circumstances where this is required, searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Appendix 5 details our policy on confiscation, screening and searching.

### **Zero-tolerance approach to child on child abuse, sexual harassment and sexual violence**

The school will ensure that all incidents of child on child abuse, sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. In line with our Safeguarding and Child Protection Policy, the school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

### **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, the Headteacher or DSL will usually 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 follow the positive behaviour policy, 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.

### **Deciding to Suspend or Exclude a Pupil**

The decision to suspend / exclude a pupil can only be taken by a Head Teacher or, if he/she is absent, by the most senior teacher. Suspensions can either be for a fixed period of up to 45 days in a school year, but are normally less than 5 school days or a permanent exclusion.

All suspensions and exclusion will be dealt with in line with Cambridgeshire Guidance on Suspension and Exclusion from maintained schools and academies, June 2023 and:

- A suspension should be used as a protective consequence, where reflection, time and discussion are needed to ensure a pupil can be reintegrated safely into the school community.
- A permanent exclusion should only be used in response to behaviour in or out of school as a last resort and in response to serious breaches of school policy on behaviour or of the criminal law.
- A permanent exclusion should only result where it is clear that to allow a child to remain in school would be seriously detrimental to the education or welfare of that pupil, or to that of others at the school.
- All reasonable steps should have been taken to avoid an exclusion or suspension of a child and the steps set out in the Positive Behaviour Policy should, in normal circumstances, have been implemented.
- A Head Teacher can permanently exclude or suspend a child for a first offence, for example involving violence, but only after taking time to consider the incident in question - not in the heat of the moment.
- A Head Teacher can also permanently exclude a child for an accumulation of behaviour if the impact on the welfare of others is sufficient.
- Exclusion should not be used for minor incidents.
- Where pupils are suspended from school, a discussion and plan for return should take place so that the return can be positive and successful.

### **Training**

As part of their induction and ongoing continuing professional development process, our staff are provided with regular training on promoting positive behaviour. Coaching and development work are offered to support adults to further improve their practice.

## **Appendix 1 Legislation and Advice from the Department for Education (DfE)**

This policy is based on legislation and advice from the DfE:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Appendix 2 – Glossary of Terms from the Cambridgeshire Steps Approach

**Anti-social behaviour:** Behaviour that causes harm to an individual, a group, to the community or to the environment.

**Behaviour:** Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

**Being therapeutic:** An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which prosocial behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

**Bribery:** The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

**Conscious behaviours:** Those that are the result of thought and planning; a behaviour a child is unwilling to contain

**Consequence:** A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

**Dangerous behaviour:** That which is anti-social and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

**Difficult behaviour:** That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

**Dynamic:** Any group of people brought together through choice, circumstance or obligation.

**Equality:** Affording people the same equal status, rights and opportunities.

**Equity:** The differentiated measures to provide equal opportunities.

**External discipline:** Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

**Externalising:** When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

**Extrovert:** A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

**Internal discipline:** Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

**Internalising:** When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

**Introvert:** A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

**Pro-social behaviour:** Relating to behaviour which is positive, helpful, and values social acceptance.



**Punishment:** The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

**Reward:** A desirable object or experience given to celebrate outcomes already achieved.

**Subconscious behaviour:** That which is present without any thought or planning; a behaviour a person is unable to contain.

**Unsociable behaviour:** Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

### Appendix 3 – Petersfield School Routines

Morning routines	Collective worship	Washing hands etiquette	Break time routines	Lunch time routines	Around school routines
<ul style="list-style-type: none"> <li>Learning activity ready for pupils to engage with immediately</li> <li>Uniform check – any items not in-line with uniform policy corrected immediately by the pupil if possible or a slip added to the pupil's reading record and a log of this slip kept.</li> <li>Earring and jewellery check - any items not in-line with uniform policy corrected immediately by the pupil if possible or a slip added to the pupil's reading record and a log of this slip kept.</li> <li>Resources check</li> <li>Reading / Athletics check</li> <li>Homework check</li> <li>SIMS, lunch and bus register completed</li> </ul>	<ul style="list-style-type: none"> <li>2 or 3 Collective Worship Monitors set up the hall</li> <li>Only 1 Collective Worship sits at the front each day on rotation</li> <li>Classes line up in collective worship order</li> <li>Classes walk around school in a line quietly</li> <li>Hands are kept by sides</li> <li>Pupils enter in silence, ready to reflect</li> <li>Pupils are silent as they sit</li> <li>If there is something on the floor, the pupil leaves a space where it is</li> <li>Everyone is respectful to everyone else</li> <li>Pupils face the front</li> <li>Pupils are invited to join in</li> <li>Everyone can participate and reflect on their own thoughts</li> <li>Everyone should set a good example to others</li> <li>Pupils do not talk until they are back in class</li> <li>If someone answers a question pupils do not talk or comment</li> <li>Pupils put their hand up to contribute</li> <li>Pupils are quiet as they stand to sing.</li> <li>Where necessary, pupils practice the following day</li> </ul>	<ul style="list-style-type: none"> <li>Stand by the sink</li> <li>Use soap</li> <li>Rinse hands</li> <li>Shake the excess water off hands over the sink</li> <li>Dry hands</li> <li>Put paper towels in the bin</li> <li>Walk out of the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Children to remain on the patio until at least 2 adults on duty are outside</li> <li>Children must not go on the climbing equipment until an adult is positioned by the trim trail equipment looking up from the hedge</li> <li>If there are not 3 adults on duty or outside, the trim trail play equipment should be closed by a duty adult and two adults should supervise the field where children should be.</li> </ul>	<ul style="list-style-type: none"> <li>Water bottles must be left on tables by the patio</li> <li>Hang up any items such as coats and hats</li> <li>Line up quietly and sensibly</li> <li>Stay in line</li> <li>Walk in</li> <li>Put any items on the Puffins tables</li> <li>Wash hands</li> <li>Line up quietly</li> <li>When the adult is ready giving the name and meal choice if known</li> <li>Walking to the counter or lunch trolley (located in the hall)</li> <li>Tell the cook the meal choice</li> <li>Finding a space to sit down and eat</li> <li>When the main course is finished, a hand should be raised to seek adult confirmation before moving onto pudding "Please may I go onto my pudding?"</li> <li>When finished, ensure any food waste that has been dropped on the table or floor is cleared up</li> <li>When the meal is finished, a hand should be raised to seek adult confirmation "Please may I clear my plate?"(school meals) and "Please may I leave" (packed lunches)</li> <li>Walk to clear the plate (school meals) or return packed lunch (packed lunches)</li> <li>Walk to place a packed lunch on the trolley</li> <li>Walk outside</li> </ul>	<ul style="list-style-type: none"> <li>Stay in line when walking with a class / group</li> <li>Be quiet</li> <li>Walk with hands by sides</li> <li>Move between classrooms via the external doors when moving between year 5 and year 6</li> <li>Put any computers back and plug them in</li> <li>Put equipment back where it came from</li> <li>Tidy as you go</li> <li>Complete a user check for all equipment</li> <li>Deal with anything that is possible to address – don't make it someone else's problem automatically</li> <li>If it can't be dealt with, report it and, where possible, suggest a solution.</li> </ul>



## Safe · Kind · Responsible

**What happened?**

**Choice points – at what point did you make a choice, and what choices did you make?  
What were the other possible choices you could have made?**

Stop

Help

Together

**Impact of my choices on me and on other people**

Me

Others

Actions:

Actions:

Feelings:

Feelings:

**Which school rule(s) was (were) broken?**

☐ Safe

☐ Responsible

☐ Kind

**What was the educational consequence? What did I learn from it? How can I make it better? What different choices would I make next time?**

**What was the protective consequence a grown up put in place to protect me or others from the impact of my choice?**

## Appendix 5 - Confiscation, Screening and Searching Guidance

In the exceptional circumstances where this is required, searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

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/carers, 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 headteacher, or by the headteacher themselves.

Subject to the exception below, 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 authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher/designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, 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 instruction in line with the behaviour policy. If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try to 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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

### **Searching pupils' possessions**

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

- Desks
- Lockers
- 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 in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult). The pupil's parents/carers will

always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found.

The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.