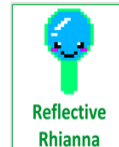




**Being safe, being  
respectful, being *our* best**



# Earith Primary School: Behaviour Policy

Last reviewed on: June 2023

Next review due by: June 2024

Person responsible: Mr T Abbs, Head Teacher

Approved by LGB: July 2023



Being safe, being respectful,  
being *our* best



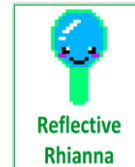
Ready Robert



Resilient  
Rosie



Resourceful  
Roy



Reflective  
Rhianna



Responsible  
Ruben & Ruby

*This policy relates to and should be read in conjunction with the School's Safeguarding, Equality, and SEND & Anti-Bullying Policy.*

***The School Behaviour Policy has been reviewed with stakeholders of the school based on current educational research (Notably Hattie's Effect Sizes on Student Achievement, specifically: Teacher/Student Relationships and Paul Dix's 'When the Adults Change') and building on the school's positive strides in supporting improvements in pupils' behaviours for learning over previous years.***

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

At Earith Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Earith Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

### Our Core Beliefs

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

The Governors and staff of Earith School believe that positive attitudes and behaviour enable our children to make the most of school experiences and aid success in learning.

Through this policy, we aim to

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

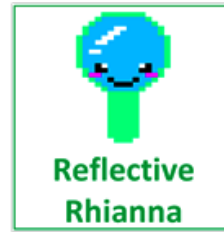
As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

#### [Extract from Our School's 'Ethos & Values'](#)

*We firmly believe in promoting, developing and actively celebrating pupils' accomplishments through our school Core Values – the 5Rs. These learning behaviours, we feel, will help our young people thrive, not only through their time at Primary School, High School and in the wider world of work, but help them to become aspirational and well-rounded, active citizens of society.*

***Our school values are based around 5Rs of:***



*These values are embedded throughout school life, and all children, from Early Years to Year 6, understand our expectations in displaying these values, both during learning and playtimes. Everyone has a stake in our school behaviour code, which also underpins our values:*

## **Earith Primary School Code of Conduct**

**Be Safe**

**Be Respectful**

**Be Your Best**

These basic rules are displayed and **regularly verbalised throughout the school by staff as part of an ongoing dialogue, alongside the 5Rs.** They have been developed to be meaningful to children. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment, each other and are systemic to a healthy & learning rich environment.

If we are *all* being safe, if we are *all* being respectful and if everyone is being the best they can be, this provides the best possible starting point for the magic to happen...learning (the 5Rs).

### **The Teachers' Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour. Teachers need to recognise that effective conditions for learning: planning, pitch, pace, participation etc. will impact positively on general classroom behaviour.

### **The Teaching Assistants' Role**

Teaching Assistants are required to support teachers in the establishment of consistent levels of acceptable behaviour, to implement the whole school behaviour management system, and to use praise and rewards in order to encourage positive behaviour. Teaching Assistants can apply sanctions in accordance with school policy and agreement with their class teacher. It is hoped that their style will be broadly in-line with the teacher, as well as others across the school community so as to provide consistency in approach for our children.

### **The Governors' Role**

The Board of Trustees devolve the legal responsibility for the discipline of the school to the Local Governing Body. Governors delegate the day-to-day management to the Headteacher. The Headteacher is legally required to publicise the behaviour policy and make it available on the school website.

### **The Parents' Role**

We encourage parents/ to be aware of the School Code of Conduct, our Core Values (The 5Rs) and to support the implementation of this Behaviour Policy. We look to our parents/carers to make

their children aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. We regard it as the responsibility of the parents to foster good relations with the school and to show an active interest in what their child does – academically and behaviourally. The school greatly appreciates the proactive support of parents and carers, and always encourages communication with staff on matters related to the pupils.

### The Pupils' Role

Be Safe

Be Respectful

Be Their Best

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action any problems which develop in accordance.

### Behaviour Guidelines

#### Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on any 'failures'.

Praise has a reinforcing and motivational role. It helps a child feel their value. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

#### General Rewards

- Verbal praise at the staff's discretion – ideally focussed on the learning/learning behaviour (5Rs)
- Recognition during assemblies, e.g. the weekly 5R Award, Curriculum Subject Awards
- Children's work can be displayed across 'We Celebrate' boards.
- A visit to the Headteacher/other staff for verbal praise
- Opportunities for giving children greater responsibility in school should be fostered e.g. Buddy System, Active Citizens, School Council, for example
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

The small stuff: daily acts of care; the interest shown in our pupils' lives – that matters most. *'Botheredness'*. Positive recognition. Knowing how to make each child feel appreciated and important.

If you reward minimum standards, children will strive for the minimum. Reward those who go over and above e.g. consistently holding doors open for their peers; tidying books, without being asked – this gives children something to aim for.

#### Whole School Rewards

Our weekly Celebration Assemblies provide a positive focus for the celebration of all achievement (they are filmed and appended to the website).

The names of the awards given during these assemblies may change each year although they will always focus on the academic/curriculum; the 5Rs and attendance. All parents are welcome to attend. Children and parents will not know if they are receiving an award until the assembly itself. This ensures the award focusses on/reinforces current learning achievements and is a special surprise for our children.

Each class will establish its own system of class rewards, which may be linked to Dojo points. These rewards may be agreed between the teacher and the pupils and linked to specific 'treats' that the children are motivated to achieve.

At the end of each half term, two pupils from each class are nominated to receive a 'Head Teacher's Award' in a special assembly. Parents/carers are informed and invited to attend.

At the end of each term, children may be nominated for an Active Leader, Active Learner or Active Citizen badge (one year's worth of evidence towards the descriptors for this is necessary for pupils to qualify). These are awarded at the End of Term celebration assemblies. Parents/carers are also informed and invited to attend.

In Academic Year 2023/2024, the school will be implementing a House system. This will be linked to the Dojo points awarded in class. Children will no longer just be earning points for themselves, but for their fellow 'house peers' – to further promote *active citizenship* and comradery. This will also feed into weekly celebration assemblies, with an associated cup.

### A Model of Positivity

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning; share responsibility, delegate jobs.
- Mark moments with sincere, private and verbal praise - where appropriate, public praise.
- Make positive phone calls home
- Send positive notes/emails.
- Write down your praise and reinforce it; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

### Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.

- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated themselves
- They reinforce The School Code of Conduct/ The Core Value (5RS) that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.
- They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

### Sanctions/Consequences

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique – unless a pupil is at risk of being at immediate harm. However, there may be occasions when it is necessary to be assertive:

*Assertiveness many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are often unused and eventually lost from the repertoire of Behaviour Management strategies. Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable. (From 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)*

### Sanctions should always:

- Make it clear that *unacceptable behaviour affects others* and is a serious offence against the school community;
- Avoid being applied to a whole group for the actions of individuals;
- Be consistently applied by *all staff* to help to ensure that children and staff feel supported and secure at all times.
- Be in proportion to the offence
- **Take into account the child's age, ability any identified SEND and/or previous behaviours**
- **Be designed to create a desirable change** and have the child **reflect on their behaviour**

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which vary between serious and minor offences. Sanctions are applied

consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

- If behaviour results in physical or verbal abuse towards a pupil/teacher/adult an Incident form should be completed
- If physical intervention of any kind is required, then an 'Incident' record should be completed as soon as possible and also recorded in the Physical Intervention book
- Any other incident deemed 'serious' or resulting in injury should be recorded in an Incident form and recorded in the Physical Intervention book.

We have an agreed system of consequences in response to unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies as appropriate.
- Do everything reasonably possible to avoid suspension from school.

When consequences are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e. 'that was not a sensible thing to do because...' and not 'You are not a sensible boy'. **Conversations should be linked to the School Behaviour Code and The Core Values – The 5RS.**

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave.

Children should be familiar with our procedures and know what will happen next if they refuse the consequence or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence, this may include immediate or permanent exclusion.** However, as a general rule for minor misdemeanours, the following agreed system should be adhered to:

#### Low level incidents:

Each class implement Class Dojo points in order to positively approach class room behaviour. This is operated at the teacher's discretion e.g. points going up dependant on key behaviours for the lesson, day, week, for example.

**Teachers operate a discreet (not public)** traffic light system where they will inform the child that they are on a warning, second warning, or loss of a small time at break due to their behaviour, and at the teacher's discretion e.g. x5 or x10 minutes.

They will also be given the opportunity to turn their behaviour around by displaying exemplary behaviour – again, at the teacher's discretion. Should they fail to do so they will be informed of their low-level sanction and will be encouraged to reflect upon their behaviour with their teacher at break/the next best available time for the teacher, focussing on what they need to do to put it right. **This may require filling in a Pupil Reflection Form (or an adult doing it on their behalf) or a**



**conversation with the class teacher (with a restorative approach) – it ensures a common language is used.**

If, however, they choose to ignore warnings and continue to display low level disruptive behaviours, even with being informed of the loss of part of their time at break, then the teacher may decide that this constitutes as more of a serious behaviour (see below). During repeated low-level incidents, the teacher may decide that the child would benefit from receiving some time out in another partner class. The child needs to be taken to the classroom by a TA and collected after an agreed period. The teacher may also choose to involve a senior member of staff to speak with the child for repeated low-level incidents within the same day/morning.

### Serious behaviours

There may be occasions where a member of staff, due to the severity of the offence, needs to bypass the discreet 'traffic light' system, but where a suspension is too extreme. These are serious behaviours. Depending on the severity, teachers may choose for the child to:

- Miss a whole break time
- Miss a whole lunchtime
- Miss break or lunchtimes for longer periods of time
- Receive another purposeful sanction in agreement with the Head Teacher that is designed to affect a desirable change in the pupil's behaviour

Any serious behaviour must be decided by the class teacher and in agreement between them and the Head Teacher. At the discretion of the Head/Class Teacher, the pupil may also be asked to complete a Pupil Reflection Form.

We wish to establish a culture where children take responsibility for the importance of their education and value it. Therefore, 'paying back' time that has been taken away from their or other children's learning, including staff's time, is key in helping children understand the impact of their actions. Serious behaviours should be logged on school incident forms.

### Non-verbal skills/attitudes that work with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

### Restorative Approaches:

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT as appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil.

At Earith Primary School, **we do not believe just in punitive measures** as these *can* have little impact on pupil's subsequent behaviours. We believe in a **restorative approach** and want to establish a culture of children making steps towards '**putting it right**' as this will teach them more about actions, consequences and the wider world. For example:

- If a child has vandalised or damaged school property, they may need to spend their own time apologising (not a forced apology – see below) to the caretaker or researching how much it will cost to have something repaired
- If a child hurts another child, they may be asked to be part of a 'reparation meeting' where they hear how their actions made someone feel and all parties agree on how they will behave around each other in the future.
- We all make mistakes so 'putting something right' is key in preparing our young people for the responsibilities of adulthood. A consequence/sanction may still be applied.

*A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology. We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others the reflection is clouded and takes longer to come into focus. The problem is that we seek assurance from the student that they are taking responsibility and an apology seems to satisfy immediately. Perhaps a truly restorative process does not finish at the meeting or conference. With the spectre of the apology lurking the conversation is tainted, trust reserved. In conversations where mutual trust can develop the shadow of control is cast. Don't demand an apology. Show them your humility and give them yours. Ask for nothing in return. (Paul Dix)*

### Reparation Meeting

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

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

### Structure of Reparation Meeting

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

These questions are similar to the content of our school's Pupil Reflection Forms

To further support children who are exhibiting more extreme behaviours, we use the following ~~principles~~ to inform our approach/provision for individuals:

### The Relationship Principle

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

### The 'Stress Principle'

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

### The Positive Reinforcement Principle

When a child experiences a positive consequence for a behaviour they are more likely to repeat it (particularly 3-8yrs).

### The Attention Principle

Children repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

### The Consequence Principle

A consistent consequence will begin to reduce or weaken a behaviour.

### The Learning Principle

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

### Examples of Unacceptable Behaviour:

This might include:

- Bullying (See Anti-Bullying Policy)
- Prejudice related incidents
- Unprovoked aggression
- Fighting
- Causing deliberate damage
- Telling lies to avoid the consequences of their behaviour
- Spitting
- Swearing
- Stealing
- Deliberate rudeness to adults
- Disrupting lessons, including leaving classroom without permission, and therefore having a detrimental effect on the learning of other pupils
- Deterioration in behaviour over a short period of time e.g. a couple of days/over the course of a week
- Serious deliberate damage to school property

If a child should leave the school grounds for whatever reason, staff will do everything in their powers – primarily – to ensure the child's safety. The Headteacher should be informed immediately and will quickly make a judgement call in order to respond with the most suitable action/strategy, which again, will be in the best interests of the child's safety.

In most cases the child will remain on/near to the site and stay within visual contact or quickly return. Once the child is successfully within the school building/grounds the Head or appropriate staff member, will ensure the child is calm, uninjured and above all else, safe, before entering into any kind of discussion. Parents will be informed.

In an emergency situation where the child will not engage or return to the school grounds, or has ran out of view/sight, parents and the emergency services will be informed as appropriate – a professional judgement is made.

Upon returning to school/at the most appropriate time (which may not be shortly after an incident) it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour. A consequence and/or restorative approach may be applied at the discretion of the Head Teacher and once the reasons are *fully* understood.

Where a pupil's behaviour is of a concern the following strategies can be implemented in partnership with parents and outside agencies in order to promote positive behaviour. The Head/SENCO will lead.

- PSP Meeting with parents/child to agree the way forward.
- Individual Risk Management Plans
- Clear/realistic targets for behaviour agreed.
- Clear rewards/consequences identified for success/failure (including possible suspension – bespoke behaviour charts
- Daily feedback systems between home & school
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider 'Early Help'.
- Behaviour Contract
- Consider EHCP (Educational Health and Care plan)

The above is not an exhaustive list and different methods may be trailed at the Head's discretion.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

### Suspensions

The Governors and Staff regard the suspension of a Primary age child an exceptional measure and such a decision would not be taken lightly. Children experiencing difficulties would be monitored and supported over a period of time, and parents would be involved in all procedures.

Possible reasons for a suspension or Permanent Exclusion are:

1. Extreme physical harm caused to another pupil or adult.
2. Severe damage to property.
3. The inability of staff to maintain a pupil's safety.
4. Constant disruption to the education of other pupils.

Procedures for suspensions as set out in the Education Act 1997.

The Headteacher may exclude a pupil for up to 45 school days in a school year. Suspensions of more than 15 days will be used only rarely, and principally where extra time is needed for the pupil to be successfully reintegrated. Where a pupil is suspension for a fixed period, the suspension is for a minimum time to ensure the pupil and others in the school understand the behaviour has been unacceptable. One to three days should generally be appropriate.

During this period, the Headteacher will arrange for the pupil to receive school work to do at home. The Headteacher will make clear arrangements for receiving pupils back into school after a

suspension In the case of a permanent exclusion, Governors, wherever possible, will meet within 15 days to consider whether to uphold the exclusion or to arrange additional support for reintegration, where necessary.

If any safeguarding issues arise these must be dealt with in line with the school's *Safeguarding Policy*.

## Physical Intervention & Use of Reasonable Force Policy

### Definitions

- **'Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- **'Reasonable in the circumstances'** means using no more force than is needed.
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- **'Restraint'** means to hold back physically or to bring a pupil under control.

### The Legal Position

#### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

### When Can Physical Force be Used?

Schools can use reasonable force to:

- remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- who disrupts a school event, trip or visit
- leaving the classroom where this would risk their safety or disrupt others
- from attacking someone
- restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – this is always unlawful.**

## Screening & Searching Pupils: Confiscation of Items

### **Key Points Searching**

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil 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 going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Schools' obligations under the European Convention on Human Rights (ECHR)**

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

### Who can search?

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

### Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious**

**harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

### When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

### Screening

It is not the policy of the school to routinely screen pupils without identified cause. Further advice

for staff can be found at this link:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>



### The Power to Discipline beyond the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

In all of circumstances, the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's Safeguarding Policy.

### Monitoring & Evaluation

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