



Shinfield St Mary's C of E Junior School

Behaviour for Learning Policy

Our Vision

Jesus said 'As I have loved you, so you must love one another.' John 13, 34

This commandment guides us all to love and value all members of the school community. Children and adults from all backgrounds will thrive in the belief that diversity is to be celebrated and respected. As well as loving those who are present in our lives, they will interact in the world in ways that reflect their responsibilities as global citizens and custodians of our planet. Our children will make an impact in the wider world which will benefit future generations.

Version Control	
1.0 June 2013	
Updated June 2015	Significant changes made - Review due Autumn 2016
Updated Autumn 2016	Slight changes made to rewards and sanctions
January 2017	Slight changes made
June 2019	Changes made in response to an incident – re HT red points room and sanctions
September 2020	HAS update added as an appendix
September 2022	Updated reference to DFE Guidance Removed reference to Together Achieving success, red points and name on the board Added vision, and appendices
March 2022	Updated Values
March 2023	Reviewed
March 2024	Reviewed
October 2024	Reviewed
January 2026	Significant changes made

Next Review January 2027

Context

This policy takes account of government guidance 'Behaviour in Schools Advice for Headteachers and school staff February 2024'

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Our vision is for all children and adults to feel loved and valued for who they are. In turn we expect all members of our school community to respect differences and to show care and consideration to others. Our values of respect, responsibility and resilience are promoted throughout our school including through our behaviour policy. We use a therapeutic approach to managing behaviour in school.

Aims

- To create and maintain an environment of mutual respect and understanding
- To create a consistent and positive approach to behaviour management throughout the school
- To create an environment in which all pupils and staff can feel safe, secure and respected
- To establish an ethos of accepting differences and tolerance across the school
- To help pupils understand, moderate and manage their own behaviour in ways that will be acceptable in the wider society in which they live
- To enable pupils to develop their own sense of self-worth as well as tolerance and respect for others
- To engender positive learning behaviours which allow the children to succeed

What is a Therapeutic Approach?

A therapeutic approach to behaviour prioritises the pro-social feelings of everyone in the school community. At Shinfield St Mary's CE Junior School, we firmly believe that positive experiences create pro-social feelings and pro-social feelings create positive behaviour. This policy and approach aims to grow our pupils into positive, responsible and independent members of the school community and wider society.

Through the therapeutic approach, we build positive relationships by:

- Using a tone, pitch, and volume that would be appropriate to be used with all adults and children
- Listening
- Having mutual respect
- Being consistent
- Modelling positive behaviour
- Developing scripts and routines
- Using positive phrasing and positive body language
- Comforting and forgiving
- Empathising
- Giving pupils time to reflect, repair and restore

Responsibilities

Responsibilities for Governors:

The Governing Body will monitor, review and evaluate the impact of this policy.

Responsibilities for the Senior Leadership Team:

- Ensuring no member of the community will be discriminated against because of race, religion, culture or any individual needs
- Provide clear communication with parents in their roles of creating pro-social feelings and positive behaviour
- Monitoring, reviewing and evaluating the therapeutic practices and behaviours throughout the school
- Provide regular, on-going training for the whole school, both within a staff induction and for groups'/individual's development needs

Responsibilities for All Staff:

- Using therapeutic responses and approaches to encourage socially acceptable behaviour and respond with strategies rather than emotions
- Build positive relationships with all pupils, in particular those who find behaviour a challenge.
- Pro-actively seeking techniques and ways to avoid difficult and dangerous behaviours
- Hold high expectations, be explicit with what we expect and follow through with clearly defined consequences
- Allow each child to start afresh each lesson and day
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground
- Enabling pupils to take an increasing responsibility for their own learning and conduct, increasingly developing a sense of intrinsic motivation
- Recognising, valuing and responding to the needs of individual pupils, according to their social or academic ability, to unlock their full potential
- Taking firm and consistent action to prevent and stop one pupil disrupting the learning and safety of other pupils
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested
- Planning and delivering the PSHE curriculum, promoting pro-social feelings, strategies and behaviour
- Recording serious difficult and dangerous incidents of behaviour on Safeguard My School where the behaviour has had a significant impact on themselves or others

Responsibilities for Parents:

- Accepting, contributing and supporting the school's approach to managing behaviour therapeutically within the whole school community
- Accepting responsibility for the conduct of their children, offering praise and encouragement or implementing consequences, if appropriate
- Liaising with staff on matters which may affect their children's happiness, achievement and behaviour, including changing situations/circumstances at home
- Attending meetings regarding their child's behaviour, when requested

Promoting Positive Behaviour

Our Christian vision encourages children to treat others well and the school values of Respect, Responsibility and Resilience are promoted at all opportunities.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Our School Rules

- I am responsible for my actions
- I am responsible for the school environment
- I am respectful of myself
- I am respectful of others
- I am resilient in my learning
- I am resilient with my emotions

The Curriculum

Our taught curriculum includes teaching around empathy, respect and understanding the impact we have on others and the environment. This knowledge base and the associated skills encourage positive behaviours.

Routines

Our school has routines for encouraging positive behaviour and conduct around the school.

House Points

We operate a positive reinforcement system. Pupils receive House Points to reward and celebrate their effort, success and improvement. The decision to award a House Point includes a judgement about them as individuals. Although we strive for overall consistency, as would be expected, the 'threshold' for Year 6 House Points is, for example, higher than for Year 3.

Here are some examples of when House Points are awarded:

- Demonstrating our values as a role model to others
- Helping and encouraging others
- Improving our learning
- Using your initiative
- 'Taking risks' in your learning,

House Points contribute to the House Total, which is shared every Friday in assembly, and children take a pride in them.

Shinfield Stars

Shinfield Star certificates are awarded to two children per class who have demonstrated an exceptional commitment to the school values.

Ambassadors

Children who consistently demonstrate the school values are recognised with Ambassador status. The criteria is based on the school values and builds progressively during the children’s journey through the school.

Year 3	Year 4	Year 5	Year 6
I am polite and say please and thank you.	I am well-mannered and show appreciation when others help me.	I am respectful to all the adults I interact with.	I respect differences between people and will stand up for others if others are unkind.
I will keep the school a tidy place.	I am responsible for my own belongings and will treat shared equipment responsibly.	I am mindful of the school’s resources and try not to be wasteful.	I will carry out a responsibility in the school and do this reliably.
I am kind and won’t hurt other people’s feelings or bodies.	I am considerate and kind to those around me.	I will actively try to make the people around me feel safe and respected.	I am inclusive and tolerant of others’ views.
I use my learning time well and complete my written tasks in the time I am given.	I am enthusiastic, I use my learning time well and complete my written tasks in the time I am given.	I will try my best in every lesson and take pride in my learning outcomes	I am proactive in my learning and always push myself to make progress.
I take care with my books.	I consistently complete my classwork and homework.	I consistently complete my classwork and homework.	I consistently complete my classwork and homework.
I consistently complete classwork and homework.			
I have not had to have a restorative conversation this half term.	I have not had to have a restorative conversation this term.	I have not had to have a restorative conversation this term.	I have not had to have a restorative conversation this term.

Noticing Jar

Children who are positive role models during assembly are eligible to have their name written down and placed in the noticing jar. One name is picked out in Friday’s assembly.

Jobs and Responsibilities

Year 6 children are awarded roles such as Sports Leader, Librarian, Eco Rep and School Council Reps. Their involvement in looking after the school helps them feel a greater sense of belonging.

Other Rewards

In addition to House Points, staff use their professional judgement to award stickers / stamps for effort, success and improvement. Class rewards can be awarded where appropriate.

Disruptive Behaviour

Low level disruptive behaviour can be defined as behaviour which disrupts a pupil's learning or the learning of others.

Teachers will make explicit their high expectations of behaviour by enforcing the school rules and disruptions will be dealt with fairly and consistently.

Children will be taught what valued behaviour for learning looks like and this will evolve as they progress through the school. Repeated incidents of disruptive behaviour may lead to alternative short-term provision within school. Parents will be informed of repeated or serious disruptive behaviour. Should detrimental behaviour escalate, in or out of the classroom, staff will follow the escalation process guidelines. Children may have a Pastoral Support Plan drawn up and may follow different steps of intervention.

Interventions may include support at playtime, additional support in class or providing alternative short-term provision in school. Children will be expected to complete a restorative conversation sheet to support them in their understanding of their actions.

Repeated incidents of behaviour which contravenes the Behaviour Policy may mean that the school completes an Early Help Assessment to seek advice from external agencies, such as SEND Services.

If property has been damaged, then the school may ask parents to provide replacements. Serious one-off breaches or repeated breaches of the Behaviour Policy may lead to suspension or permanent exclusion.

Please see the Suspension and Permanent Exclusion Policy for more details.

Stage 1

Behaviours	Strategies to respond with	Staff to be involved
<p>Incidents at this level include infrequent examples such as:</p> <ul style="list-style-type: none"> • low-level disruption – talking at inappropriate times, off task, calling out, distracting others. • disruption in corridors or within transitions in class • not following instructions • not completing tasks in class through a lack of effort • Lack of respect and poor manners • use of unkind words towards others • failure to look after school property • not telling the truth • minor physical behaviour not intended to hurt others 	<ul style="list-style-type: none"> • Verbal reminder of expectations highlighting the impact the detrimental behaviour is having on themselves and others. This could include tips on how they could show valued behaviours e.g. 'Maybe you could try...' • Discouraging techniques (Limited choice, positive phrasing, disempowering behaviour) • Positive reinforcement of valued behaviour choice 	<p>These behaviours should be dealt with in the moment by the adults who have witnessed it, this includes behaviour inside and outside the class.</p> <ul style="list-style-type: none"> • Class Teacher • Support Staff • Office staff

(pushing out of the way)		
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Stage 2

Behaviours	Strategies to respond with	Staff to be involved
<p>Incidents at this level include examples such as:</p> <ul style="list-style-type: none"> Continued and deliberate low-level disruption (see Stage 1) Occasional defiance – purposely not following instructions Continued lack of effort – poor attitude Occasional use of unkind words towards others Deliberately damaging school property i.e. drawing on tables/ walls 	<ul style="list-style-type: none"> Use positive phrasing, limited choice, use of a de-escalation script. Should an incident happen over lunchtime, the child/group of children will be expected to remain with an adult on duty for a discretionary period of time. During this time, they should be supported in observing and discussing valued behaviours. Restorative conversation and completion of the sheet to reinforce how this of valued behaviour to help support. 	<p>These behaviours should be initially dealt with in the moment by the adults who have witnessed it, this includes behaviour inside and outside the class.</p> <p>Staff members who are unable to do a restorative conversation with a child should report the behaviour to the child/children’s classroom teacher for them / a member of support staff to action instead.</p>

Stage 3

Behaviours	Strategies to respond with	Staff to be involved
<p>Stage 3 behavioural incidents are those that cannot be resolved using Stage 1 and 2 strategies.</p> <p>Incidents at this level include examples of misbehaviour such as:</p> <ul style="list-style-type: none"> Significant disruption to learning e.g., whole class for sustained periods Continued defiance/refusal to follow adult direction Continued use of offensive language Continued aggressive behaviour towards others Theft Significant damage 	<ol style="list-style-type: none"> Support the child to regulate before any further action is taken. <p>This could look like:</p> <ul style="list-style-type: none"> Find a safe space – Find a space where the child can regulate away from others if possible. Co-regulation – Get down to the child’s level – e.g. sit on the floor or join them under the table. You may need to sit in silence together if they are not ready to talk. Offer them sensory items to aid calming Use of positive touch – only if a child responds well to this and if it is safe to enter their personal space Option of a preferred activity – doing a calm activity that the child enjoys to help them regulate. Change of face – is the adult with them having a positive or 	<ol style="list-style-type: none"> Class teacher – to start initial escalation and investigation Phase Lead / Nurture Lead* / Family Support Worker *to support class teacher once above process has been actioned Deputy Headteacher /SENDCO* Headteacher - Only to be called upon if already supporting this child. <p>The following behaviours are automatically escalated to the Phase Lead to decide if they wish to escalate to the Deputy Headteacher/ Headteacher or if they deal with it themselves. (This may mean support staff are required to cover to enable this to happen in a timely</p>

<p>to school property and/or building</p> <ul style="list-style-type: none"> • Founded bullying after investigation through the Antibullying Policy • Behaviour of a sexual nature (inappropriate touching, comments, jokes) • Racist / sexist/ homophobic or discriminatory behaviour 	<p>negative impact on their regulation? Would a different adult have a greater impact in that moment?</p> <ul style="list-style-type: none"> • Call for support – is there a significant risk of the child endangering themselves or others? • Use a supportive approach e.g. positive phrasing, limited choice, use of a de-escalation script. <p>2. Investigation.</p> <ul style="list-style-type: none"> • The class teacher needs to undertake an initial investigation. (This may mean support staff are required to cover to enable this to happen in a timely manner.) • Listen to all sides of the story (speaking to linked individuals). Depending on the behaviour, the incident may need to be escalated to a more senior member of staff. • Decide if the incident needs to be escalated to the phase lead or higher. (See next column) <p>3. Reflection</p> <ul style="list-style-type: none"> • Restorative conversation with the most appropriate adult depending on the severity of the incident – completion of reflection form including restorative discussion and positive reinforcement of valued behaviour to help support the child to make valued behaviour choices in the future. • Store restorative conversation sheet in folder in the staffroom and on Edukey if peer on peer abuse, racial abuse or incidents are of a sexual nature. 	<p>manner):</p> <ul style="list-style-type: none"> • Significant disruption to learning e.g. whole class/ sustained periods • Continued defiance/refusal to follow adult direction
<p>Suspension and Permanent Exclusion Policy to be considered as a last resort after a Stage 3 detrimental behaviour.</p>		

Consequences for disruptive behaviour will be proportionate and responses may vary according to the age, needs and any other special circumstances that affect the pupil. When detrimental behaviour is identified, sanctions will be implemented consistently and fairly in line with the Behaviour Policy. Sanctions will be decided by school staff and will be applied when behaviour demonstrated by pupils is detrimental at any time during the school day, and/or at events held out of school hours when children are representing the school, including online.

Agreed Consequences

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class to a supervised area
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil ‘on report’
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Unacceptable Sanctions

- Physical or corporal punishment used.
- Giving ‘lines’ – the punishment needs to fit the ‘crime’.
- Punishing the whole class for the misdemeanours of individual pupils.
- Leaving or putting a child in an unsupervised situation – this would include keeping a child ‘in’ unless a member of staff is with the child or sending a child out of the room to somewhere they cannot be seen.

Children with SEND or Additional Needs

We recognise our legal duty under the Equality Act 2010, with respect to safeguarding and supporting pupils with special educational needs and disabilities (SEND). Approaches to managing the behaviour of these children will be decided by school staff after appropriately considering all safeguarding arrangements and needs of the child. Agreed approaches will usually be decided in consultation with our SENDCo.

When a child with SEND displays disruptive behaviours, the school will consider the nature of the child’s SEND and the extent to which they understand and are in control of what they are doing. Children with SEND may not be issued sanctions for behaviours which they cannot control; this will be dependent on the circumstances and needs of the specific child.

Responding to the behaviour of pupils with SEND When dealing with detrimental behaviour from 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 causing any substantial disadvantage to a disabled pupil
- caused by the school’s policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).

- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must
- be secured and the school must co-operate with the local authority and other bodies
- The implementation of this policy will be monitored by the Headteacher, the senior leadership team and governors via meetings and through observations.

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

- Movement breaks.
- Adjustment to seating plan.
- Uniform adjustments.
- Sensory support items
- Safe spaces for regulation
- Nurture programme

Adapting management strategies for children with SEND When considering the management strategies for a pupil with SEND we will take in to account the following:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND.

If the school has a concern about the behaviour of a pupil with an Education, Health and Care Plan (EHCP), it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

The SENDCo may evaluate a pupil who exhibits detrimental behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Use of 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 (see appendix 3 for a behaviour log)

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.

A record will not be made unless directed where pupils are held to help them to calm or reassure them, or where touching a pupil might be proper or necessary. The following examples are not exhaustive but may include:

- Holding the hand of the child when moving around the school or when on visits or in other
- settings
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid
- Where directed, the Individual Behaviour Plan and/or Pastoral Support Plan will be reviewed and updated

Complaints

When children or young people are seriously out of control physical intervention may be unavoidable and may result inadvertently in the child being harmed/injured. In these circumstances it is the behaviour of the child or young person which determines the degree of force required to bring them under control which may lead to injury, rather than the intention of the member of staff or carer to cause harm.

If a child or young person is harmed in the course of a physical intervention and he/she or his or her parents wish to make a complaint then this will be taken seriously and investigated thoroughly in line with the Child Protection (Allegations Against Staff) Procedures.

Under no circumstances whatsoever should a parent take direct physical action against a member of staff or carer. If this should happen, staff within schools or establishments would be supported in the action they may wish to take in terms of legal redress in respect of the parent.

In this difficult area it is important to balance up the primary consideration, which is the safety and welfare of children and young people, with the principles of natural justice in relation to the member of staff or carer concerned. As a general rule, genuine attempts to use approved methods of physical intervention in appropriate circumstances would not attract a disciplinary response (even if the child or young person is harmed) – though such circumstances may indicate a training need.

Risk Assessment

In any school there will be a small minority of children whose behaviour in some circumstances may need to be managed by the use of planned physical intervention.

Where this behaviour has the potential to cause harm, injury or serious damage, early identification and appropriate intervention through a planned risk assessment is necessary in order to minimise potential difficulties and ensure the safety of all involved.

The risk assessment should not only focus on the potential for aggressive / challenging behaviour but for those children and young people who are deemed to be vulnerable through emotional and traumatic experiences. The risk assessment should result in an appropriate plan which identifies the steps and support necessary to be put into place.

See Risk Assessment proforma

Searching, Screening and Confiscation

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.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, e-cigarettes and/or cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil).

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 not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff 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 behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher 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 identified in section 3, 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 or drawer.

‘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
- Trays
- Coat Pockets
- 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 (listed in section 3) 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 as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), 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 whether 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.

Partnership

Experience shows that the best outcomes for children and young people who have enduring problems with challenging behaviours are achieved through staff, parents/carers and other professionals working in partnership. Partnership will be best promoted through the following means:

- Involving parents/carers by keeping them informed of concerns about their children/young person's difficult/challenging behaviour.
- Planning, agreeing and regularly reviewing with parents/carers strategies (including any sanctions) to deter inappropriate behaviour and encourage the development of more appropriate behaviour.
- Working with parents/carers and other professionals (for e.g. Education Welfare Officers, Clinical or Educational Psychologist, Social Workers, Health Professionals, Voluntary Carers, Outreach Workers etc.) may be involved with the child or young person to develop a fuller understanding of their needs and for these to be reflected in their care plan and/or personal support plan.
- Working collaboratively with the council to promote staff and carers' safety and ensure best outcomes for children and young people.

Appendix 1

Restorative Conversation Script

Restorative conversations provide a safe space to address incidents of conflict or harm. These conversations support the development of pro-social capabilities by creating opportunities for social and emotional learning. When using restorative conversations teachers need to scaffold students to a resolution that is accepted by all, is aligned to the school's core values and ensure that the type of restitution agreed upon is logically related to the mistakes made.

Tell the story

- What happened?
- What did you want? (identify the need)
- Is it ok to want _____? (validate the need)
- Did what you do work for you? (behaviour)
- What do we believe at school about _____? (link to values)
- Do you believe in that rule?
- What could you try next time that would work for you? (replacement behaviour)
- Who could help you with that? (support)

Explore the harm

- Who has been affected by this behaviour? In what ways?

Repair the harm

- Are you willing to solve the problem with _____?
- What could you do to fix the problem with _____?
- What else could you do?

Reach an agreement

- What do you need to do from now on?
- Are you willing to fix the problem with _____?
- Follow-up/monitoring
- When would be a good time to check in with you to see that you have fixed the problem with _____ and you are doing what we agreed?
- How are you feeling now?



Shinfield St Mary's CE Junior School Restorative Conversation Prompt

*Jesus said "As I have loved you, so you must love one another."
John 13.34*

Name _____ Date _____

Respect Responsibility Resilience

What What has affected someone else?	
Who Who was involved?	
Why Why did you choose to do this?	
Which Which school value have you broken	
How How can you put this right?	
What What would be an appropriate consequence?	
Next Next time what will you be differently in the future?	

Appendix 3 -Risk Assessment

<p align="center"><u>Behaviour</u></p> <p align="center">Type of Behaviour</p>	<p align="center"><u>Frequency</u></p> <p align="center">H - Hourly D - Daily W - Weekly M - Monthly O - Occasionally R - Rarely N - Never</p>	<p align="center"><u>Hazard</u> (Potential for Harm)</p> <p align="center">0 = Never 1 = Minimal 2 = Moderate 3 = Significant 4 = Extreme (all the time)</p>	<p align="center"><u>Probability</u> (Likelihood of Harm)</p> <p align="center">0 = Never 1 = Improbable 2 = Possible 3 = Probable 4 = Likely</p>	<p align="center"><u>Level of Risk</u> (Hazard x Probability = Level of risk)</p> <p align="center">0 = Never 1 = Low 6 = Medium 16 = High</p>	<p align="center"><u>Opinion or Knowledge</u></p> <p align="center">K = Known O = Opinion</p>
Self Harm					
Vulnerable to Bullying					
Anti-social Language					
Physical Behaviour					
Impulsive / risk taking behaviour					
<p align="center">Disrespectful of difference i.e Gender / Race / Religion / Disability or Sexuality <i>(Please highlight the inappropriate)</i></p>					
Absconding / Absence					
Damage to Property					
Bullying					
<p>Specific times, situations or activities that may present the greatest risk :</p>					
<p>Actions to be taken</p>					
<p>Individual Fire Evacuation Plan required: Yes / No</p>					

Record of Physical restraint

Pupil's name:

Year Group:

Date/time/location of incident:
.....

Reason for the use of restraint (evidence of harm, damage, disruption):
.....
.....

Details of events leading to restraint:
.....
.....

De-escalation techniques used prior to restraint (tick as appropriate):

- Verbal advice/support
- Reassurance
- Calming
- Re-direction
- Distracting
- Humour
- Negotiation
- Options offered
- Increase personal space
- Instructions
- Use of body language
- Warnings
- Other (specify):

.....
.....

Details of restraint (who was involved, what techniques were used):

.....
.....
.....
.....

Duration of any measure of restraint:

.....
.....
.....

Witnesses to the incident:

Staff:

Pupils:

Other:

Details of any damage or injuries to pupil concerned/other pupils/staff/others:

Was medical treatment necessary? Y/N

Details:

.....

.....

Was an Accident Report and/or Incident Report required? Y/N

Was this intervention part of an agreed Behaviour Management Plan (BMP)? Y/N

Does the existing BMP need amendment? Y/N

Is a BMP now required for this pupil? Y/N

Action taken following the incident

(including pupil's response and whether a debriefing interview with the staff member using the restraint has occurred):

.....

.....

NOTIFICATION

Identify all who have been informed and when:

		Date/Time
Headteacher/designated person		
Parents/Carers		
Other professionals (specify)		
Police		

Comments of child/young person: (ideally within 24 hours and no longer than 5 days following the restraint)

.....

.....

.....

Signature of Report Compiler

..... Date

Signature of others involved

..... Date

Signature of child/young person

..... Date

Headteacher/Designated Person's comments:

.....
.....
.....
.....

Was the person using the restraint authorised? YES/NO

Was the person using the restraint trained? YES/NO

Signature

..... Date