

Redhill Primary Academy



Behaviour Policy and Procedure

Signed

A handwritten signature in black ink that reads 'S. Plant' with a long horizontal stroke extending to the right.

Ms S. Plant, Chair of Governors

Prepared by: Claire Whiting

Date: September 2024

Redhill Primary Academy

Policy for Behaviour and Relationships

At Redhill Primary Academy, we aim to create a welcoming and safe learning environment, in which everyone can be successful, by developing a consistent approach across the school which all children know and understand. Thus, creating an atmosphere where social, moral, spiritual and cultural values are learnt and developed. We want every child to have a sense of belonging to our school community – irrespective of their individual needs, background or culture. Through this approach, we hope that all children will be given the best opportunity to achieve positive outcomes throughout their time at Redhill (as referenced in Telford and Wrekin Belonging Strategy, April 2019).

Through our Policy for Behaviour and Relationships we aim to achieve the following:

- To support children as they develop into independent young people.
- To develop children's personal qualities, skills, attitudes and values which enables individuals to think and act for themselves with due consideration of others.
- To ensure all children feel valued and supported and that they are treated as individuals within the school environment.
- To build an ethos of mutual respect of other people's ideas, beliefs, feelings and way of life (provided that way of life is based on consideration for others).
- To instil a high degree of responsibility, self-discipline, self-esteem and self-reliance.
- To foster children's ability to develop and manage positive relationships with others.
- To inspire children to take an enterprising and persistent approach to tasks and challenges.
- To aid children's understanding of moral issues.
- To cultivate a sense of fairness with respect to others.
- To develop children's concern for the conservation of the natural world and for the physical, including built environment.
- To be committed to promoting good mental health and well-being of the Redhill community.
- To grow children's readiness to act on behalf of the legitimate interests of others who cannot effectively so act themselves.
- To ensure all children feel valued and supported and that they are treated as an individual in the school environment.
- To promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make a person unique.
- To promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.
- To strive to promote and secure British values throughout our ethos, assemblies and curriculum: Democracy, Individual liberty, Rule of Law, Mutual Respect, Tolerance of others' faiths and beliefs.

What do we do to encourage a positive climate for learning and develop well rounded individuals?

At Redhill, we are committed to building resilient, happy and healthy children where mental health and wellbeing is at the forefront of all that we do. As an inclusive school, we have reasonable expectations of all members of our school community based on individual needs (for further details please refer to our SEND policy). We also believe in creating a learning environment where all children feel valued for who they are, thus creating a positive climate for learning. We do this in a number of ways:

- **Our 'A Valued Me' programme** – As a school, we recognise that strong values underpin good behaviour. This has led to the development of our whole school core value system which aims to instil in the children the values which we, as a school, feel they need in order to become healthy, happy, capable and upstanding citizens in society. These values will also play a vital role within our school in ensuring that children's wellbeing and mental health is at the forefront of all that we do. Our key values within our 'A Valued Me' programme are Respect, Friendship, Responsibility, Empathy, Honesty and Independence.
- **Build and maintain positive relationships with the children** – We prioritise the need to develop strong positive relationships with the children, both in our class and throughout school. We recognise that developing these relationships are key to ensure staff are able to adapt their approach to children's individual needs and that children feel confident, valued, safe and secure within the school environment. Through building these strong, positive relationships, we endeavour to know the children well enough to identify when changes in the attitudes and behaviours of the children take place and to be able to talk to children, handle the situation and defuse it before it escalates (as discussed in recommendation 1 of 'Improving Behaviour in Schools', EEF, June 2019).
- **Whole school and class assemblies** – These will include assemblies which are directly linked to our 'A Valued Me' programme, British Values, No Outsiders as well as specific issues relevant to our school, community and curriculum.
- **Whole School Enrichment Days/Weeks** - These weeks, which have a specific focus, are used to give certain aspects of everyday school life a higher profile. At Redhill, these weeks include Friendship Week, British Values Week and Healthy Lifestyles Week (which includes promoting positive mental health) amongst others.
- **Whole School approach to PSHCE** – Throughout KS1 and KS2, children follow the JIGSAW and No Outsiders programmes. Both schemes aim to develop well-rounded, understanding and thoughtful children. They ensure equality of opportunity, ensuring that protected characteristics of all individuals are respected by all and ensuring that we have an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.
- **Support the wellbeing and social, emotional and mental health of all children** – In our school, we know the importance of supporting children's mental health and self-esteem, which promotes happy and healthy children who work well and relate well to others, and we consciously and regularly plan for the development of this. Within school, we have a dedicated team of staff who meet regularly to ensure emotional and mental wellbeing (EMWB) is a priority within school. All of our Teaching Assistants are ELSA trained and we have designated staff who support children with specific EMWB needs on a weekly basis.

- **Pupil Voice Groups and Positions of Responsibility** – Children are encouraged to contribute to the school community and appreciate that they are given a range of responsibilities through our pupil voice groups and Year 6 roles. It is important to us that children feel that their views are listened to and that they have an opportunity to be a part of a pupil group and make an impact in an area they are passionate about. Within all of these groups, children are expected to provide a positive role model to other children in school. Currently, we have many opportunities available to the children: Head Boy/Girl, House Captains, Executive School Council, School Council, S.A.F.E group (pupil safeguarding board), Junior Road Safety Officers, Travel Council, Music Council, Senior Librarians, No Outsiders, Playground friends, Eco-Warriors, Fairtrade and E-safety Awareness.

What do we expect from our children?

Our behaviour curriculum

We expect our pupils to

- Be punctual.
- Be ready to learn with a positive attitude.
- Allow all other members of the class to learn and the adults to support learning.
- Bring the right reading book/record every day.
- Wear PE kit to school on the days required.
- Complete homework on a weekly basis as set by their class teacher.
- Demonstrate respect for all stakeholders of the academy: children, staff, governors and parents.
- Follow the core values that form the 'A Valued Me' system.
- Follow the academy's rules.

Our 'A Valued Me'

This core value system is aimed at ensuring that by the time children leave Redhill, they have learnt the necessary skills in order to become happy, healthy, capable and upstanding citizens within society. Each half term, we will have a different focus for our programme where children will be given the opportunity to demonstrate their understanding of each of the values:

Autumn 1 – Respect

Autumn 2 – Friendship

Spring 1 – Responsibility

Spring 2 – Empathy

Summer 1 – Honesty

Summer 2 – Independence

Our Academy Rules (directly linked to our A Valued Me programme)

- Respect – Listen to people
- Friendship – Be kind and helpful
- Responsibility – Look after property
- Empathy – Be gentle
- Honesty – Be honest
- Independence – Work hard

The implementation of these values and rules will also play a vital role within our school in ensuring that children's well-being and mental health is at the forefront of all that we do. During the half term, there will be assemblies which directly link to each of our chosen values. The staff will also exploit links within their teaching, where possible, to embed the value throughout the half term and children will be rewarded through our positive behaviour systems if they demonstrate the value during their time at school. Staff model these values and behaviours throughout the school day: within classrooms, in corridors, in the dinner hall, and on the playground. If children are not following the academy values or rules, they will be reminded of these and encouraged to do so (see Appendix 2: Scripted Intervention Framework). If their behaviour does not improve, there will be sanctions put in place which are outlined in Appendix 3: Escalation Ladder).

Attendance

- As a minimum, we expect every child to have an attendance of 95%.
- Attendance below 90% will affect your child's learning, progress and achievement.
- Being on time is extremely important. If a child is late, it affects their own learning, but it also affects the learning of others.

As a school we do not accept and will challenge...

1. Any form of child-on-child abuse, within school or outside of the school premises, including but not limited to:

- bullying, including cyberbullying, of any kind – including name-calling, hurting others, any threatening behaviour or intimidation.
- Any form of discrimination including racism, homophobia, biphobia, transphobia and sexism.
- Any harmful sexual behaviours.
- Child sexual exploitation.
- Child criminal exploitation.
- Verbal or physical aggression including spitting or coughing intentionally in another's face.
- Abusive or foul language including language that may cause offence to others, whether used intentionally or not.

2. Any behaviours that suggest radicalisation or extremist views.

3. Dishonesty.

4. Damage to school property, including graffiti.

What strategies and incentives do we use in school?

Throughout school, we use a variety of strategies and incentives to promote a positive climate for learning, reinforce good behaviour and encourage good working patterns.

- **Reception and Key Stage One**
Stickers - When a child has ten stickers, they receive a special in-school privilege agreed between the child and the teacher.
- **Year One/Two**
House points – When children have received 10 stickers, they are also awarded a house point alongside their choice of treat. This acts as a transition to the house point system in KS2. They will also receive a house token to go into their class cylinders which eventually contribute to the whole school house point total.
- **Key Stage Two**
House points – Children in KS2 are rewarded with house points which they collect on individual house point cards. When children complete two house point cards (60 house points), they may choose a prize from Mrs Whiting's office and enter a token into the whole school house point cylinders.
- **Friday Assemblies**
We celebrate achievements across many aspects of the curriculum with a special assembly held for each Key Stage fortnightly. Four children are chosen from every class each week to receive a certificate and the teacher records this, as we aim for all children to be acknowledged for their hard work and exemplary behaviour throughout the year. Whilst three of the certificates can be chosen for any reason, one of the certificates will always focus on noticing a child who is epitomising our current focus value for the half term – therefore ensuring our key values are always being embedded.
- **Book of Kindness**
This celebrates acts of kindness and names are put on the weekly newsletter.
- **Headteacher Commendations**
A letter and certificate are sent home to any children who are noticed by class teachers and the Head as exemplifying our termly value. This has received positive feedback from parents and children alike and is another positive way of celebrating achievement.

How do we respond to children who are struggling to meet our behaviour expectations?

There will always be children who, despite all the strategies the school has in place to encourage positive behaviour, will struggle to meet the school's behaviour expectations. Whilst it is important that all such occurrences are dealt with consistently across the school, it is important to note that the school takes a personalised approach towards behaviour management and it is not assumed that a universal system will suit all pupils. Where children have particular needs or issues, reasonable adjustments to the way behaviour is handled will be made.

As a school, we recognise that while pupils with behaviour issues might need a tailored approach, they do not necessarily have a special educational need. Similarly, children with

special educational needs and disabilities will not necessarily need additional support with their behaviour. Each individual will have their particular needs considered, when deciding on the best practise for supporting that child. There are various members of staff who are trained to support pupils who may need additional support with their behaviour through individual and small group sessions where appropriate. We are also very fortunate to have the Pembrokeshire Sunshine Room, our pastoral support room, which children can access when needed.

As a school, we will use a range of reactive and proactive strategies which will be laid out in our escalation ladder (see Appendix three).

Additional courses of action for individual scenarios

As a school, we recognise that all children are unique individuals and therefore, the actions taken need to reflect this. As a result, following discussions with members of the Senior Leadership Team, there may be scenarios where different courses of action will need to be followed:

- Teachers may monitor behaviour as a basis for discussion and progress. A Behaviour Monitoring book is kept in the Head's office in which all staff record incidents and look for patterns etc.
- Consultation between staff, including the Headteacher and SENCo to look at interventions, including early help support, behaviour support, adult support, referral to Fair Access Panel, modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.
- A school-based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management. A report card or home/school book may be used.
- Advice from or referral to the Behavioural Support Team or other external agencies (e.g. L.S.A.T. or E.P.).
- Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.
- Where the behaviour is classed as child-on-child abuse, then we will also follow our procedures in our Child-on-Child Abuse Policy and our Child Protection Policy. It may be that the DSL deems that a behaviour sanction may not be necessary in all cases of child-on-child abuse.
- Where behaviour suggests radicalisation and extremist views, we will also classify this as a safeguarding matter, and the DSL in conjunction with the Prevent lead, will contact the local authority and/or police following the Prevent pathway, which may lead to making a referral to the Channel programme. Please see our Child Protection Policy for further detail.

The Use of Reasonable Force

The use of physical interventions are rare and wherever possible are avoided. However, there may be occasions where the use of reasonable force or physical restraint is appropriate; for example, if a child is hurting him/herself and/or others or we feel the child needs to be evacuated for the safety of other children, or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention is recorded. The Senior Leadership Team members have had Non-violent Crisis Intervention training (see Use of Reasonable Force Policy and Appendix four).

Specific key staff are trained in 'Behaviour Support Intervention Training'. These are Mrs C Whiting, Mrs D Rock, Mrs L Cartwright, Miss S Farmer, Mr T Hodgkison, Miss L Williams, Mrs S Thorpe, Mrs A Frost, Mrs A Phillips, Mrs L Broxton, Mrs K Bradburn, Mrs R Smith, Mrs M Brisco and Mrs D Sankey. Restraint is only used as a last resort. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded (Appendix five).

Other circumstances where school action will be taken

Revocation of Parents' Licence to Enter the School

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Academy and a letter sent from the Chair of Governors detailing the withdrawal of the parents' right to enter school. If appropriate, the police may be involved.

Leaving the Classroom or School Grounds without Permission

The law and legal framework concerning missing or runaway children states, "Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child's welfare (Children Act 1989 s3 (5)). It is likely to be "reasonable" to inform police, or children's services departments, and if appropriate, their parents, of the child/ young person's safety and whereabouts."

If a pupil runs out of a class, we will establish where he or she has gone. Teachers will not run after them but will send a message to the office for adult support. A watchful eye will be kept on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk. (See Appendix nine)

The Power to Discipline beyond the School Gate

Disciplining beyond the school gate covers the academy's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful. (Appendix six)

Searching and Confiscation

The Headteacher, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline. (Appendix seven and eight)

Damage to property

We value and look after our resources at school; therefore, parents / carers will be required to pay for any damage caused deliberately by a child including books, equipment and to the building itself.

Safeguarding

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This may present itself in a number of ways:

- bullying (including cyberbullying)
- racism
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- sexual exploitation
- criminal exploitation

For further details on our policy and procedures on child-on-child abuse, please see our Child-on-Child Abuse Policy.

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse:

'All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.'

(KCSIE 2024)

What measures do we have in place to prevent these safeguarding issues?

Safeguarding is carefully woven into our curriculum offer, ensuring that children have a broad understanding of how our school helps to keep them safe whilst in the classroom and beyond. Through our carefully planned curriculum, the children are taught to be tolerant of all

individuals, appreciating their qualities and differences. Outlined below are the different areas in which this is covered:

Assemblies, visitors, speakers, workshops and trips (for example – NSPCC, the Police, the Samaritans, One Day Creative, 2Engage etc).

PSHCE: Jigsaw SOW through being me in my world, celebrating differences, relationships and healthy me topics.

British Values: Respect for others and tolerance of different faiths and cultures. Rule of law, Respect and Individual liberty, rights of a child, universal declaration of human rights.

A Valued Me: Respect, Friendship, Responsibility, Empathy, Honesty and Independence.

No Outsiders SOW: Promoting an ethos of tolerance and inclusion and preparing children for life in modern Britain.

RSE: Respect Yourself SOW through personal space, good and bad touch.

Computing: Project Evolve and Just a Joke through online safety units of work each term.

Literacy texts through guided reading, writing sessions and/or story time – a range of books are provided which deal with the theme of friendship and diversity.

Science: Living things studying the human life cycle.

RE: Learning about other religions and comparing them to each other, celebrating diversity and caring for others.

History/ RE/ PSHE: Learning about significant individuals who have suffered discrimination through assemblies.

Themed House Days to encourage collaboration and sense of belonging.

Pupil voice: Children complete regular pupil voice activities to ensure their voices are heard.

Please see our *Safeguarding across the Curriculum* document for more information:
<https://redhill.ttsonline.net/page/safeguarding-in-the-Curriculum.aspx>

What do we expect from our parents and carers?

The role of parents and carers

Parents and carers have a vital role in promoting and supporting good behaviour and so effective home liaison is very important. It is important that teachers work alongside parents and carers to manage appropriate behaviour and attitudes to learning to demonstrate their support, as promoted in our Home /School agreement (Appendix one).

We expect parents and carers to support the actions of the school when consequences are imposed to give a consistent message to children. We encourage parental feedback and contributions regarding behaviour on our parent questionnaires.

Appendices

1. Updated Home School Agreement
2. Scripted Intervention Framework
3. Escalation Ladder
4. The Use of Reasonable Force
5. Use of Reasonable Force Record
6. The Power to Discipline beyond the School Gate
7. Searching and Confiscation
8. Search and Confiscate Child Record
9. Child going Missing from School during the School Day

Review date

This policy is reviewed annually during the Autumn Term.

Reviewed Autumn Term September 2024.

Adults in addition to school staff responsible for Behaviour:

Suspensions: Fiona Seddon

Behaviour Team leader and Deputy Head: Lydia Cartwright

Behaviour Team: Laura Fance and Sam Farmer

SENCo: Denise Rock

Nominated Attendance Person: Zara Bate

Appendix 1

Redhill Primary Academy

Updated Home School Agreement

This agreement has been drawn up in consultation with Governors, academy staff, parents and children of the academy. Working in partnership for success, we all agree to live by our academy values of respect, friendship, responsibility, empathy, honesty and independence.

The academy will do the following:

- Provide a happy, secure and safe environment where everyone feels valued and respected.
- Be open and welcoming and offer opportunities for parents to become involved in the daily life of the academy/their child's education.
- Provide a broad and balanced curriculum and meet the individual needs of every child.
- Have high expectations and seek excellence in all aspects of our work.
- Keep parents informed about general school matters and be willing to discuss any concerns.
- Let parents know about any concerns or problems that affect their child's work or behaviour.
- Respond to emails, phone calls or requests for meetings usually within three working days.
- If there is an urgent matter, the academy receptionist will ask an appropriate member of staff to deal with the issue as soon as possible.
- Display polite, professional conduct at all times.
- Arrange parent consultation meetings to discuss their child's progress and provide an annual written report.
- Notify parents if their child does not arrive at school.
- Set homework on a weekly basis.
- Teach children internet safety, keeping healthy, both physically and mentally, and about fundamental British Values.
- Provide a safe computer network with systems in place to safeguard your child as far as possible.

Parents and Carers will do the following:

- Adhere to the academy's aims and policies.
- See that your child goes to school regularly, on time, and notify the academy before 9.am if your child is going to be absent.
- Avoid taking family holidays in term time as it will impact your child's learning.
- Adhere to the academy uniform policy.
- Support the academy by making sure homework is completed and handed in on time.
- Be aware of and support the behaviour policies.

- Encourage children to keep to the academy rules and to respect one another and the staff.
- Attend consultation meetings to discuss your child's progress.
- Drive slowly on the school approach road and park safely.
- Endeavour to support the Friends in fundraising and other fundraising activities.
- Be aware of your child's internet use and ensure that content is appropriate for your child's age.
- Ensure that any communication with the academy, whether by email or telephone, is polite and respectful.
- Make use of information channels in place, for keeping up to date with routine information.
- Let the academy know about any concerns or problems that may affect your child and refrain from sharing these concerns on social media.
- Understand that a teacher or member of staff may be unable to respond on the same day on which a query is made and that we will not respond outside of school hours, i.e., evenings or weekends.
- If a response has been given to a query, unless matters change, further responses will not be sent.
- Respect the confidentiality of all children by not posting any photographs on social media that are taken whilst attending a school event.
- Show mutual respect if there is an in-person meeting. The meeting will focus on resolving the issues that are relevant to that family or pupil.
- Use no offensive language, insults or personal attacks on academy staff will be tolerated. If any such incidents occur, the meeting or call can be terminated with immediate effect.
- Ask permission of all parties to record any call or meeting.
- Use authorised academy procedures in order to avoid diverting time and attention that must be invested directly in pupils' learning and wellbeing.

Please note that unreasonable, abusive or offensive communication is unacceptable, and the academy reserves the right to address any such problems as they feel are appropriate. This can include restricting correspondence to a specified email address, using a single person as a point of contact or using hard copy post and/or by placing restrictions on phone calls. Parents and carers have an implied licence to enter a school site, in cases where behaviour is inappropriate, threatening or argumentative, this licence can be revoked. Our aim is to ensure that all communications and discussions about pupils and their families are positive and move matters forward in a mutually respectful manner.

Children will do the following:

- Always behave well, including on social media.
- Keep the academy rules and embody the academy's values.
- Accept responsibility for the choices they make.
- Listen carefully and be attentive in lessons.
- Try their hardest.
- Complete homework on time and take home their reading book and any letters for parents / carers.
- Look after each other and respect other children's culture, race, feelings, beliefs, and values.
- Be polite and kind to all members of the school community.
- Tell a member of staff if they are worried or unhappy.
- Be aware of internet safety.

Print child's name: _____

Signed _____ (Headteacher)

Signed _____ (Parents / Carers)

Signed _____ (Child)

Date: _____

Appendix 2

Redhill Primary Academy

Scripted Intervention Framework

Redhill Scripted Intervention Template	
Interrupt	(Name) I've noticed that... Identify the behaviour that needs to change.
Redirect	This is the _____ time I have spoken to you
Reinforce	You know our rule/value about... Remind the learner of the agreed rule/expectation/standard
Fogging	I hear what you're saying..../I can see that you're upset....
Positive examples of previous good behaviour	Do you remember when...
Thank you for listening	
I can see that you're struggling to change your behaviour. By not following our school rules/value of (...) you have chosen to miss your playtime.	

Appendix 3

Redhill Primary Academy

Escalation Ladder

Step 1– A verbal warning is issued by a member of staff. This may be for an individual incident or ongoing behaviour.

Step 2– A member of staff will follow the scripted intervention framework to try and deescalate the situation.

Step 3– The child will miss a set amount of their playtime based on the behaviour.

Step 4– If the behaviour continues, the child will be sent to a member of SLT. If appropriate, the child will be sent with work to complete to ensure they are not missing out on curriculum time.

Step 5– After speaking to the child about their behaviour, the member of SLT will decide on an appropriate course of action which may involve sending the child to DHT or HT.

Step 6– DHT or HT will decide on the necessary course of action. In the case of a serious incident, an internal suspension can be put in place by the HT.

If serious behaviour incidents continue, the HT will refer to our Suspension Policy.

NB: Staff find that many behaviours are deescalated after Step 2 and it is only on rare occasions that the escalation ladder is needed beyond this stage. Children may be removed from a classroom setting at both Step 1 and Step 2, offering the child an opportunity to reflect on their behaviour and/or for a staff member to conduct a restorative conversation with them in private. This is to alleviate any unnecessary embarrassment to the child.

However, this will depend on the individual child and their needs.

Appendix 4

Redhill Primary Academy

The Use of Reasonable Force

The Use of Reasonable Force

1 What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Appendix 5

Redhill Primary Academy

Use of Reasonable Force Record

Name of child:	Male/Female
----------------	-------------

Reason for the use of reasonable force
--

Names of staff using reasonable force
1
2

Other agencies involved – please list with name and title

Parents contacted
Date
Time

Sanctions and next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation:

Appendix 6

Redhill Primary Academy

The Power to Discipline beyond the School Gate

The Power to Discipline beyond the School Gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying, including online conduct, which occurs anywhere off the school premises, and which is witnessed by a member of staff or reported to the school. The local governing board must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents/carers of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police and/or Community Support Officers of Priorslee/ St. Georges 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 will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures would be followed.

Appendix 7

Redhill Primary Academy

Searching and Confiscation

The Headteacher, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff can search pupils with their consent for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search; it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/ her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff; in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are the Headteacher, Deputy Headteacher or a senior member of staff. But:
 - a. you must be the same sex as the pupil being searched; and

b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

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

Authorising members of staff

The Headteacher, Deputy Headteacher and two senior members of staff are authorised to use these powers. As a result of having no senior male members of staff, Mr Hodgkison would also have the power with a senior member of staff present.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays.

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search, then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of force

Reasonable force may be used by the person conducting the search (see appendix 3).

After the search

The power to seize and confiscate items – general.

What the law allows:

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

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

Items found as a result of a ‘without consent’ search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they must retain it for return to the parent.
- Where they find controlled drugs, these must be delivered to the police as soon as possible.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find stolen items, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.

2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Appendix 8

Redhill Primary Academy

Search and Confiscate Child Record

Name of child:	Male/Female
----------------	-------------

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title	
1	2

Items found

Other agencies involved – please list with name and title

Parents contacted
Date:
Time:

Sanctions and next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation:

Appendix 9

Redhill Primary Academy

Child going Missing from School during the School Day

Guidance and checklist

- When a child goes missing from school during the school day there should be clear procedures in place to follow up on their whereabouts.
- All staff should be aware of these procedures.
- Ensure that registers are always up to date and that each child's attendance is accurately recorded.
- Police do not normally record or investigate reports of absences that are clearly truanting. Each case will need to be assessed on the known risks and whether the absence is out of character for the child.
- If a child's absence is reported to the police they will be treated as a missing person; it is therefore important that all reasonable efforts to trace a child should be made first.
- Once the absence is discovered the child's parents/ carers should be contacted immediately. The nature of the absence should be discussed. If the parents/carers believe that there are risks involved, they should be told to inform the Police on 0300 333 3000 to make a missing person report.
- All missing children should be reported to the police by the end of the school day if not located AND you have been unable to inform their parents/ carers.
- If you are not sure if a child should be reported to the police as missing, telephone them for advice.
- For children not arriving at school at the beginning of the school day, follow your non- school attendance procedures; ensure that you have specific processes in place for children who fall into the high risk/vulnerable category.