



# Old Park Primary School & Nursery

## Behaviour and relationships Policy

**Reviewed:** Autumn 2025

**Next Planned Review:** Autumn 2026

**Person responsible:** J Foster

## **Background**

Old Park Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## **Our Aims**

1. To create a culture of exceptionally good behaviour: for learning, for the community and for life.
2. To ensure that all learners are treated fairly and are shown respect so that positive relationships are promoted.
3. To help learners take control over their behaviour and be responsible for the consequences of it.
4. To build a community which values belonging, respect and responsibility.
5. To promote community cohesion through relationships.

Our children bring to school a wide variety of behaviour patterns based on differences in life experiences, home values, attitudes and parenting skills. At school, we encourage children to make the right choices, accepting the consequences of their own actions. Children are also taught about **our core values of belonging, respect and responsibility**.

## **Our philosophy**

Old Park's approach to behaviour and relationships is underpinned by evidence-based research to inform our strategies and built around the phrase **regulate, relate and restore** and our **five pillars** of:

- Consistent calm adult behaviour
- First attention to best conduct
- Relentless routines
- Scripting difficult conversations
- Restorative follow-up (Appendix 1)

(Paul Dix: When adults change everything changes)

**Regulate:** We teach children and adults that we are able to make good decisions and learn best when our emotions are regulated. We use the zones of regulation as part of our curriculum and interventions to help promote emotional regulation. Adults are taught a variety of strategies to use with children that can help their regulation, and class teachers will refer to our pupil welfare team for additional intervention if needed. We also recognise behaviour as a form of communication and ensure that we stay curious about any unmet need that sits beneath the surface of an external behaviour.

**Relate:** Our behaviour policy is built on building relationships through having dependable adults that can create a consistent and safe relationship that builds strong neurological pathways which lead to better behaviour outcomes. We also advocate a connection before correction approach where we aim to build and maintain strong attached relationships so that we can connect before correct.

**Restore:** We recognise that underlying behaviour is only improved through constructive and restorative follow up.

### Our school values



The poster features a dark blue background with yellow and red curved borders. At the top, the text 'Old Park Primary School' is in white, and 'VALUES' is in large yellow letters. Below this are three yellow rounded rectangles, each with a title and a list of five points. Each rectangle is framed by a red border and has a small circular logo in the top-left and bottom-right corners. The logo depicts three stylized figures holding hands, with the text 'Old Park Primary School' and 'Restoring for everyone' around it.

## Old Park Primary School VALUES

Belonging	Respect	Responsibility
1. I am proud to be part of the Old Park family.	1. I treat everyone the same.	1. I always try my best with my learning.
2. I am a special and important part of our school.	2. 'Everyone is awesome'.	2. I make good choices.
3. I feel happy and valued.	3. We are all allowed different views and opinions.	3. I am honest.
4. I feel safe in school.	4. I do not disturb the learning of others, and I help others to learn the best they can.	4. I know that my actions will have consequences.
5. I help others through my support and friendship.	5. I care for myself, the school, the community and the wider world.	5. I am a good role model to others.

### Our school behaviour rules



The poster features a dark blue background with yellow and red curved borders. At the top, the text 'Old Park Primary School' is in white, and 'BEHAVIOUR RULES' is in large yellow letters. Below this is a large yellow rounded rectangle containing three numbered rules. The rectangle is framed by a red border and has a small circular logo in the top-left and bottom-right corners. The logo depicts three stylized figures holding hands, with the text 'Old Park Primary School' and 'Restoring for everyone' around it.

## Old Park Primary School BEHAVIOUR RULES

1. Follow instructions
2. To have kind words, kind hands and kind feet.
3. To show respect for everyone within the school community.

## Behaviour Blueprint

**Mantra:** Regulate, Relate and Restore

### Behaviour rules

1. Follow instructions.
2. Have kind words, kind hands and kind feet.
3. To show respect for everyone within the school community.

### Visible consistencies

1. Adults are calm, considered and controlled at all times.
2. Relentlessly positive with high expectations
3. Calm and safe corridors
4. Greeted daily by adults in school
5. Building trusting relationships

### Whole school relentless routines

1. Praise in public and guide in private
2. Develop nurturing relationships with kindness
3. Meeting and greeting
4. Fantastic walking
5. Every day is a fresh start

### Staff non-negotiables

1. Meet and greet in the morning to welcome pupils
2. Refer to the school values
3. Model positive behaviour and relationships
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Be calm and consistent
6. Restorative follow-up
7. Every session/day is a fresh start

### Behaviour script

1. **Spotlight:** *I have noticed that you are ...*
2. **Link to behaviour rules:** *You know our rule about...*
3. **State the desired behaviour:** *I need to see...or I need you to...*
4. **Remember good times:** *Remember when*
5. **Sanction:** *Issue an appropriate sanction if necessary*
6. **Respectful end:** *Thank you for...*

All staff will adhere to the script and avoid being drawn into any confrontation. The agreed phrase is: ***'Be that as it may.'***



## **Recognition and Rewards**

We believe that positive praise is the most effective way of rewarding effort and appropriate behaviour. Children love to receive praise from others as well as their class teacher. A reward system rather than punitive sanctions will be used to promote positive behaviour. Here are some of our rewards.

<b>Whole school</b>	<b>Class based</b>
<ol style="list-style-type: none"><li>1. Verbal praise</li><li>2. Stickers</li><li>3. Reaching for success certificates</li><li>4. School value certificates and trophies</li><li>5. Rainbows</li><li>6. Attendance awards</li><li>7. Headteacher stickers</li><li>8. Headteacher pencils</li><li>9. 5:1 positivity</li></ol>	<ol style="list-style-type: none"><li>1. Verbal praise</li><li>2. Stickers</li><li>3. Class rewards</li><li>4. Notes home</li><li>5. Rainbows</li><li>6. Punch cards with individualised rewards</li></ol>

## **Classroom Practice**

Engagement with learning is always the primary aim. For most children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of their lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

## **What happens when behaviour falls below our expectations?**

1. When a member of staff sees behaviour which falls below our expectations, they should use the behaviour script (Appendix 1).
2. Staff should 'guide' on a 1:1 basis, ideally without the class as an audience but we accept that this is not always possible.
3. Children are given three chances to turn their behaviour around, unless the behaviour is serious and then the approach will be escalated. If the child needs a time out or 'walk and talk' this will be instructed by the class teacher. If necessary, the class teacher can then issue a sanction as per the table below:

<b>Low</b>	<b>Medium</b>	<b>High</b>
Verbal warning 1 Verbal warning 2 Verbal warning 3 Guide in private Miss part of break or lunchtime	Time out of class Walk and talk Teacher contacts parent/carers Miss part of break or lunchtime	SLT called Leave the classroom/area SLT contact parent/carers Internal exclusion Fixed term exclusion

4. Any behaviour above and beyond age related expectations should be recorded on CPOMS as a behaviour log (high, medium or low).
5. Staff should not record verbal warnings on CPOMS.
6. Following any instances of behaviour that is below our expectations teacher or teaching assistants (if directly involved) should lead a restorative conversation (Appendix 2) so that the child can understand the impact of their behaviour.

## **SEND**

As a school we recognise that some children have significant behavioural needs which means that they can find adhering to rules challenging. For children where there is a significant need, we will work with professionals, children and their parents/ carers to support the child and create a bespoke response to deal with that child's behaviour. This is in line with the Council's Belonging Strategy. For this very small number of children advice will be sought in line with the School's SEND policy. Any children with specific behavioural difficulties should be identified alongside the school SENDCO and advice sought for professional should the need arise. These children should also be given a Provision Map with behaviour targets to ensure that their behaviour is managed according to their individual needs. This plan should be shared fully with all school staff who come into contact with the child and their parents. We may offer the child pastoral support with our Pastoral and Well-being Lead, or they may be offered behaviour interventions delivered by one of the school team. We may support the child with modifying their behaviours via an intensive programme which will support the child in class and at home. This is a holistic approach to supporting the child with improving their behaviours.

Consultation between staff, including the Headteacher and SENCO to look at interventions, including an Early Help Assessment, Behaviour Support intervention, adult support, referral to Fair Access Panel and the Emotional Wellbeing Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment may also be considered.

### **Fair Access Panel (FAP)**

FAP meet every month and consist of a group of experienced staff, including; Headteachers, Behaviour Support, staff who lead and manage the Linden Centre, Pupil Referral Unit for Key Stage 1 and 2 (PRU) and any other specialist staff. The school work with parents/carers to present evidence about the difficulties that a child is having and the strategies that have already been tried. The school will ask FAP to recommend the next steps for support. This may include an intervention period of 12 week at the Linden Centre PRU, support in school by Inclusion Mentors, modified timetable and many other packages of support. During this time, parents/carers are kept fully informed of the recommendations and the time scale for re-integration back into mainstream schools, if this is appropriate.

### **Modified Timetable**

In order to prevent an exclusion, the school may suggest a modified timetable. This is a reduced amount of time spent in school, work is provided by the school, and the child completes this at home. Paperwork must be completed by the school and signed by the parents/carers before this can happen. A review date is set, with the intention that the child is integrated fully back into school. All paperwork must be sent to the local authority.



## **Suspensions and Exclusions**

As a school we believe that all children have the right to an education, so the decision to exclude will not be taken lightly. Prior to a fixed term suspension / exclusion, staff will exhaust every opportunity to support the child. We uphold and are guided by Telford and Wrekin Council's 'Belonging strategy'. Wherever possible if an exclusion is being considered, we will contact the pre-suspension hotline for advice and guidance.

Incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property are more likely to result in a fixed term exclusion. Parents are always notified and expected to attend a re-integration meeting with a senior member of staff.

Incidents involving knives, theft, arson, serious assault, damage to school property are more likely to lead to permanent exclusion. In such cases parents/carers are always notified and their right to appeal explained. Such incidents are very uncommon in school. In any of these cases the school may also involve the police.

## **Violent Incidents**

To protect staff and children and the wider school community, if there is an incident which is deemed violent, Parents will be contacted immediately. The Telford and Wrekin violent incident form (Appendix 3) must be completed and emailed to the School Business Manager who will then input on to My View. Any violent incident towards a member of staff or pupil will result in an exclusion.

## **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.

## **Classroom evacuations: Bumble Bee Procedure**

When an area needs to be evacuated, the following procedure should be followed:

- The word **Bumble Bee** will be the key word for the adult to signal to the children that they need to leave and go to their agreed meeting point. The class teacher will ensure that the children and all adults are clear about this procedure.
- SLT should be alerted if a class evacuation is needed to alert them that you need immediate support.

## **Leaving the classroom or school grounds without permission/Missing child (see Appendix 4)**

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 SLT for adult support. A watchful eye will be kept on any child who has taken him/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/carers will be contacted as will the police.

### **The power to sanction beyond the school gate (Appendix 5)**

Disciplining beyond the school gate covers the school'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 head teacher are lawful.

### **Searching and confiscation (Appendix 6)**

All 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 those considered to be harmful or detrimental to school discipline.

### **CPI Safety Intervention**

We follow the CPI Safety Intervention philosophy of physical intervention. Physical intervention is only used as a last resort, where, without it, serious harm could occur. The use of physical intervention is very rare and is, wherever possible avoided. We follow the current legislation in regard to the use of 'Reasonable Force' (see Appendix 7 – DFE guidance). We have members of staff who are CPI Safety intervention trained. Their training is refreshed annually, and they uphold the principles of Safety Intervention.

There may be occasions where the use of physical restraint is appropriate by trained members of staff in Safety Intervention; for example if a child is hurting his/herself and/or others 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 will be recorded on CPOMS and within our physical intervention logbook. (Appendix 8).

Any allegations resulting from inappropriate use of restraint will be dealt with using the school Safeguarding Policy, Allegations against staff policy, HR advice and guidance and KCSIE documentation.

*(DFE – Behaviour in Schools Feb 2024)*

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. 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.



### **Equal Opportunities**

Equal opportunities are about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, religious beliefs, sensory or physical impairment, social class or lifestyle.

### **Hate Crimes: Racism, Homophobic and Transphobic Language/ Incidents**

Any incidents which fall into this category will be logged onto the school CPOMS system. The protocol for dealing with incidents of this kind is explained in the protocol for dealing with racist/ homophobic and transphobic issues. The Headteacher and Assistant Head teacher are trained in the identification of racist incidents. These will be reported through IRIS. Through our curriculum, we set out to celebrate diversity and any form of racism/homophobia or transphobia will not be tolerated. Parents of all children involved will be informed immediately.

### **Pupil welfare manager**

At Old Park Primary we recognise the individual needs of all our pupils and offer a diverse range of programmes to support them. These programmes are offered co-ordinated through our pupil welfare manager, ELSA and nurture intervention team.

### **The play team (OPAL: Outdoor Play and Learning)**

We have a dedicated team of lunchtime supervisors who work in partnership with class teachers and teaching assistants to ensure each child's individual needs are met. If a child experiences a problem the lunchtime supervisor will help the child to find a solution by acting as mediator. The lunchtime supervisors encourage children to resolve issues within the lunchtime break to begin the afternoon sessions positively. The leadership team want all children to be involved in lunchtime activities, but it is not safe for a child to do so, then a lunchtime exclusion may be considered and recorded as such.


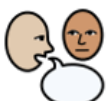













### **Appendix 1: Behaviour script**

1. **Spotlight:** *I have noticed that you are ...*
2. **Link to behaviour rules:** *You know our rule about...*
3. **State the desired behaviour:** *I need to see...or I need you to...*
4. **Remember good times:** *Remember when*
5. **Consequence:** *Issue an appropriate consequence if necessary*
6. **Respectful end:** *Thank you for...*

### **Appendix 2: Restorative conversation and emotion coaching script/resources**

1. What happened?
2. Which of our behaviour rules was not followed?
3. What were you thinking and feeling?
4. Who has been affected or hurt?
5. How have they been hurt / how are they feeling?
6. What can you do to fix things?
7. What can I do next time?















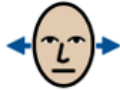
1. What happened?

 took something	 bad or nasty words	 ran away	 kicked	 ignored
 shouted	 What happened?			 touched someone
 climbed things				 made a mess
 threw things	 upset someone	 broke something	 hit	 pushed
















2. Which of our behaviour rules was not followed?

 Behaviour rules		
 Follow instructions	 To have kind words, hands and feet	 To show respect

3. What were you thinking and feeling?

 sad	 scared	 angry	 jealous	 confused
 worried	 <b>What were you thinking and feeling?</b>			 frustrated
 stop				 need help
 want to play	 want to go home	 not fair	 don't like	 don't want to








4. Who has been affected or hurt?

 children	 teacher	 teaching assistant	 lunch time supervisor	 mum
 animals	 <b>Who has been affected or hurt?</b>			 dad
 me				 grandparent
 my friends	 my class	 head teacher	 carer	 family

5. How have they been hurt/ how are they feeling?

 hurt physically (outside)	 head/face	 arm	 emotionally (inside)	 embarrassed
 ears	 <b>How have they been hurt? How are they feeling?</b>			 sad
 leg				 scared
 foot				 hand

6. What can you do to fix things?

 give something back	 say something kind	 check if the person is ok	 fix something	 offer to help
 say sorry	 <b>What can you do to fix things?</b>			 tidy up
 ask for help				 ask what I can do to help
 pick things up				 clean

## 7. What can I do next time?



make a good  
choice



make a safe  
choice



use calming  
strategies



go to a safe  
space



share



keep hands and  
feet to myself



What can I do next  
time?



listen



tell an adult



think



ask for help



use my voice



follow the  
instructions



use resources  
in class



walk away



### Appendix 3: Violent incident form



For official use:  
Name of H&S Contact:

#### What we will do with your Personal Information

Telford & Wrekin Council is collecting your personal information for the purpose of meeting the statutory requirement of the Health & Safety at Work etc Act 1974. Telford & Wrekin Council will not share any of your personal data collected with external organisations unless required to do so by law when your data may be shared with other organisations for example the Health and Safety Executive (HSE) or the council's insurers. For further details on the council's privacy arrangements please view the privacy page on the council's [Website Page](#)

#### VIOLENT INCIDENT REPORT FORM *(to report violence, abuse, threats or harassment)*

TO BE COMPLETED BY EMPLOYEE OR ON BEHALF OF ASSAULTED/THREATENED PERSON					
<b>1. Who? <i>(Personal details of assaulted/threatened person)</i></b>					
Surname <i>(capitals please)</i> :					
Forename/s:					
Date of Birth:		Male:		Female:	
Address:					
Post Code:		Daytime Tel No:			
<b>Status <i>(please tick one category)</i></b>					
Employee		Pupil/Trainee		Visitor	
Client		Contractor		Public	
Other <i>(please specify)</i>					
<b>If the person is an employee, please give the following additional information:</b>					
Post title:		Payroll Number:			
Work location/Service Area/Service Delivery Area:					
Working Days lost <i>(please enter dates)</i> :					
<b>2. When?</b>					
Date:		Time: <i>(Please use 24 hr clock)</i>			
Time finished work on day of accident:		Normal time of finishing:			
<b>3. Where?</b>					
Name of site and address:					
Precise location of incident:					
<b>4. How?</b>					
Briefly describe the circumstances of this incident, what was done and said. <i>(attach sketch/plan if this would illustrate the sequence of events more clearly)</i>					
Is the threat/harassment ongoing?					
<b>5. Who? Details of the assailant/perpetrator <i>(if already known)</i></b>					
Name:		Date of birth		Male	Female
Description of assailant:					
Address of assailant :					
<i>If more than one assailant please list relevant details separately</i>					

**6. Details of Incident**

**Physical Assault:** Major injury must be reported by telephone to HSE other injuries to be reported following the accident reporting procedure.

Nature of injury / damage:

Was any First Aid administered :

**Was MAPA applied  
(tick box)**

Level 1 Low

Level 2 Medium

Level 3 High

Floor

**Other threatening behaviour:** Tick box(es)

Verbal abuse

Verbal threat

Threatening  
situation

Threat with  
weapon

Damage to  
property

Threat/damage to family property

Threat/damage by third party/agent

Provocation

**7. Did the incident involve any of the following?**

Drugs/Alcohol

Mental disorder

Other existing condition

**Harassment related to:**

Disability

Race

Age

Sex/gender

Sexual orientation

Gender  
reassignment

Pregnancy/  
maternity

Religion or  
belief

Marriage/civic  
partnership

Other (please describe)

**8. Witnesses: Give names and addresses of any witnesses**

*(Obtain witnesses wherever possible, attach signed statement from each witness in serious cases)*

**9. Preventative or Monitoring Action: Action proposed (to be completed by Line Manager) i.e. Briefing, Counselling, 1:1**

*Include whether and when incident was reported to Police and if incident warrants inclusion of perpetrator on the Personal Safety Precautions register*

**Name of Line Manager/ Head teacher:**

**Date:**

**10. Complete the form as soon as possible and return to:**

The Health & Safety Contact or MyView inputter for your Service Delivery Area

#### **Appendix 4: Missing child checklist**

Action	Completed
Ensure the child is not on the school premises and that reception staff alert you immediately if they receive any information.	
Check with the child's friends or members of the class when they were last seen.	
Contact the child's parents/carers and advise they should contact the police if they have any concerns.  Depending on the age and circumstances, school may immediately contact the police as well as the parents e.g. is a child goes missing once they have arrived at school or if they go missing whilst on a school trip.	
Contact absent parents (unless they are not allowed contact with the child)	
Contact any emergency contacts from the child's records	
If the child is subject to a Child Protection Plan, or is a Child in Need inform the key social worker or if unavailable the team leader	
If the child is a child "at risk/vulnerable" report immediately to social care and the police (ensure any health concerns are communicated)	
If the child is still missing by the end of the school day and you have been unable to talk to the parents/carers, report them as missing to the police	
When the child is located, explore reasons for their absconding	

Date checklist completed:

Copy to appropriate file:

## **Appendix 5: The power to sanction beyond the school gate**

Disciplining beyond the school gate covers the school'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 head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- 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 or 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 of the child/ children 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 or Community Support Officers in Dawley 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 6: Taken from DFE advice July 2022 on searching, screening and confiscation**

The Headteacher, Deputy Headteacher and 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, tobacco and cigarette papers, fireworks, pornographic images or 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 sanctions.

### **Searching with consent**

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

#### **Schools' common law powers to search:**

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

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, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury or damage to property and any item banned under school rules. (These are referred to as prohibited items).

### ***Can I search?***

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?***

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 Senior members of Staff are authorised to use these powers.

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 e.g. school trips.
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 or lockers 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.

### After the search

#### **The power to seize and confiscate items – general What the law allows:**

Schools’ general power to sanction, 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 sanctions.
- 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.
- Where a member of school staff finds tobacco or cigarettes papers, these will be given to parents.
- Fireworks will be disposed of or given to parents (if they are over 18).
- If a pornographic image is found the member of school staff will follow the Child Protection and Safeguarding policy and ensure that all images are given to the police.

### **Electronic devices:**

Where the member of staff conducting the search finds an electronic device that is prohibited in school, or that they feel has been used to or will be used to commit an offence/ cause personal injury or damage they may examine data or files. There is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search. At this school on no occasion will any files be deleted from an electronic device. If there is anything which causes concerns e.g. in relation to sexting/ pornographic images these will be dealt with in line with the school child Protection and Safeguarding policy.

### **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.
2. The school will always inform the individual pupil's parents/carers 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 7: The use of reasonable force**

### **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.**

## **Staff training**

Training is provided for specific senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

## **Telling parents when force has been used on their child**

When reasonable force has been used parents/carers will be contacted and incidents will be recorded on CPOMs and recorded within our bound log. A reflective conversation will also take place following the incident to ensure any learning from the incident is discussed.

## **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## **What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
  - a. Guiding the child at the front/back of the line when going to assembly or when walking together around the school;
  - b. When comforting a distressed pupil;
  - c. To demonstrate how to use a musical instrument;
  - d. To give first aid

## Appendix 8: Physical intervention logbook example

BOUND AND NUMBERED BOOK v 7		18
<b>RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD</b> For Additional Details Refer To Supporting Documentation		
Name of the child or young person concerned: _____ Age: _____		
Name of the person using the measure: _____		
Names of any other people present: _____		
Name of person completing this record: _____		
Date: _____ Time: _____ Location: _____		
Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying): _____ _____		
Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried): <input type="checkbox"/> Humour <input type="checkbox"/> Verbal advice and support <input type="checkbox"/> Firm clear directions <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited Choices <input type="checkbox"/> Distraction <input type="checkbox"/> Diversion <input type="checkbox"/> Reassurance <input type="checkbox"/> Planned Ignoring <input type="checkbox"/> Contingent Touch <input type="checkbox"/> Calm talking <input type="checkbox"/> Calm Stance <input type="checkbox"/> Patience <input type="checkbox"/> Withdrawal Offered <input type="checkbox"/> Withdrawal Directed <input type="checkbox"/> Swap Adult <input type="checkbox"/> Reminders about Consequences <input type="checkbox"/> Success Reminders		
Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person) <input type="checkbox"/> Risk to Self <input type="checkbox"/> Risk to Others <input type="checkbox"/> Risk to Safe Physical Environment <input type="checkbox"/> Risk to Safe Psychological Environment <input type="checkbox"/> Prevention of Psychological Distress <input type="checkbox"/> Prevention of Physical Harm <input type="checkbox"/> Prevention of Criminal offence <input type="checkbox"/> Temporary Loss of Competence or Capacity		
A description of the measure used (what you did and what you said): _____ _____		
The effectiveness of the measure: _____		
Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support: _____		
Any consequences of the use of the measure: _____		
A description of any injury to the child concerned or any other person: _____		
A description of any medical treatment <input type="checkbox"/> offered or <input type="checkbox"/> administered: _____		
External Agencies informed and supporting records: _____		
<input type="checkbox"/> Medical Referral	(Date and/or log number)	
<input type="checkbox"/> Social Worker	(Date and/or log number)	
<input type="checkbox"/> Health & Safety Report (RIDDOR)	(Date and/or log number)	
<input type="checkbox"/> LADO	(Date and/or log number)	
<input type="checkbox"/> Safer Schools Partnership Support Officer	(Date and/or log number)	
<input type="checkbox"/> Placing Authority	(Date and/or log number)	
<input type="checkbox"/> Responsible Parent	(Date and/or log number)	
<input type="checkbox"/> Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.		
Views of the young person and any additional comments: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____		
Name and signature of the person authorised to make this record: _____		
Name, signature and designation of person monitoring the records: _____		Date Checked: _____