Old Park Primary School & Nursery

Behaviour and relationships Policy

Reviewed: **October 2026**

Next Planned Review: **October 2027**

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. The school recognises the strong link between attendance, wellbeing and behaviour. Where patterns of behaviour concern emerge, attendance will be reviewed as part of any wider assessment of need.

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 2)

(Paul Dix: When adults change everything changes)

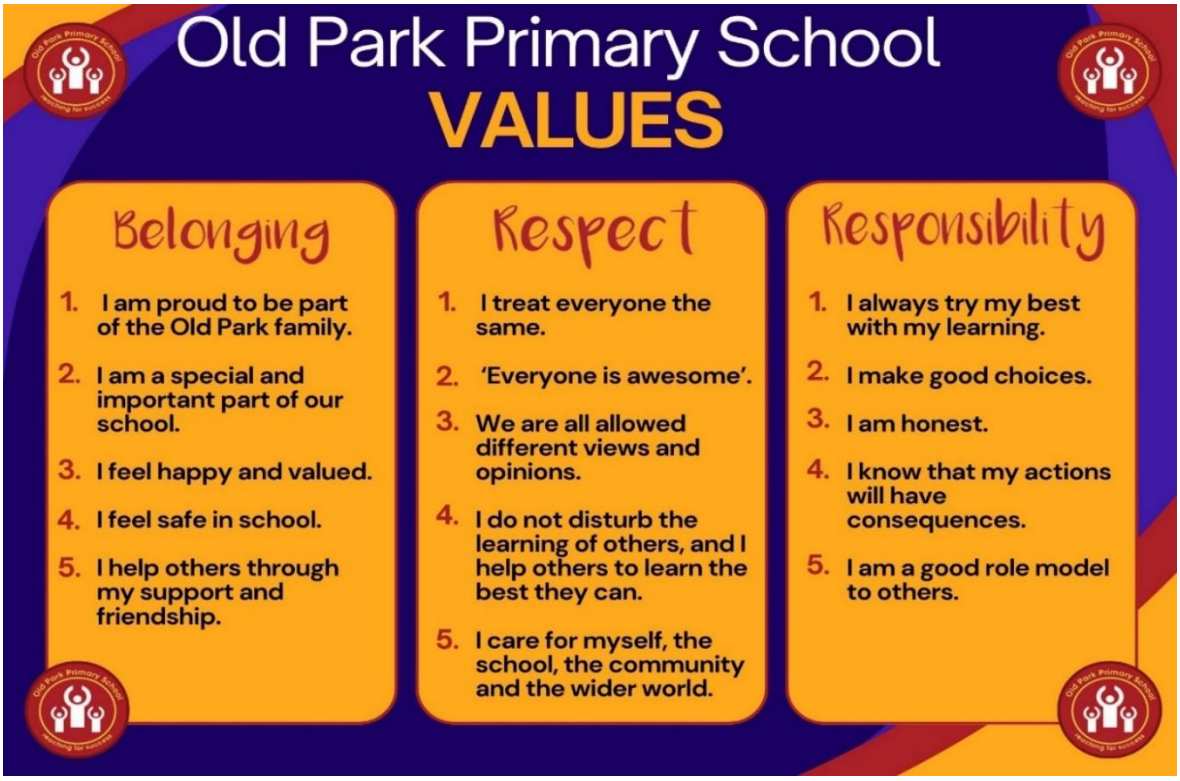
Regulate: We teach children and adults that we are able to make good decisions and learn best when our emotions are regulated. We use the zones of regulation as part of our curriculum and interventions to help promote emotional regulation. Adults are taught a variety of strategies to use with children 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.

Whilst we seek to understand the reasons behind behaviour, understanding behaviour does not mean accepting unsafe behaviours. High expectations remain for all pupils.

Our school values



Our school behaviour rules



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 consequenceif 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.

Whole school	Class based
1. Verbal praise 2. Stickers 3. Reaching for success certificates 4. School value certificates and trophies 5. Time with the school dog 6. Rainbows 7. Attendance awards 8. Headteacher stickers 9. Headteacher pencils 10. 5:1 positivity	1. Verbal praise 2. Stickers 3. Class rewards 4. Notes home 5. Rainbows 6. Punch cards with individualised rewards

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, as 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 consequences per the table below:

Low	Medium	High
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 parents/carers Miss part of break or lunchtime After school detention (Year 5 & 6)	SLT called Leave the classroom/area SLT contact parents/carers Seclusion Suspension

4. Any behaviour above and beyond age related expectations should be recorded on CPOMS as a high-level behaviour log.

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.
7. Movement through the stages is not necessarily linear and staff may move directly to a higher-level response when the severity of behaviour warrants this.

SEND and additional needs

At Old Park, we are committed to creating a safe, inclusive, and nurturing environment where every pupil experiences a sense of belonging and is supported to achieve success. We recognise that all behaviour serves a purpose and may communicate an unmet need. Some children and young people may experience social, emotional and mental health needs, communication and interaction needs, sensory differences, learning difficulties or disabilities that can affect their ability to consistently meet behavioural expectations. We recognise that children and young people with Special Educational Needs and Disabilities (SEND) may require additional support, reasonable adjustments or personalised approaches in order to access learning, develop positive relationships and participate fully in school life.

Where a pupil is experiencing behaviours that are causing concern or creating barriers to learning, staff will seek to understand the underlying factors contributing to the behaviour and will work in partnership with the pupil, their parents or carers, and relevant professionals to identify needs and provide appropriate support. Behaviour will always be considered within the context of the child's individual circumstances, developmental stage and any identified or emerging SEND.

Where SEND is identified or suspected, support will follow the graduated approach of Assess, Plan, Do, Review (APDR), in line with the SEND Code of Practice. The class teacher will work closely with the SENDCO, parents or carers and, where appropriate, external professionals to ensure that provision is matched to the pupil's strengths, needs and aspirations.

The school will make reasonable adjustments, where appropriate, to support pupils with SEND and disabilities. Many adjustments and supportive strategies will form part of the school's Ordinarily Available Provision and Quality First Teaching offer. Adjustments may include adaptations to routines, communication methods, the learning environment, curriculum access, levels of support, or behaviour support strategies. When considering incidents of behaviour, staff will take account of a pupil's SEND, disability and any reasonable adjustments that have been put in place, whilst maintaining high expectations for all pupils.

Pupils requiring additional support may have a Assess, Plan, Do, Review Plan (APDR), Social, Emotional and Sensory Passport, behaviour support plan, provision map or risk assessment. These plans will identify the pupil's strengths, areas of need, reasonable adjustments, supportive strategies and desired outcomes. They will be shared with relevant staff and reviewed regularly in partnership with families and, wherever possible, the pupil themselves.

Support may include:

- adaptations to provision, routines or the learning environment;
- additional pastoral support;
- targeted interventions to develop emotional literacy, self-regulation, communication and social skills;
- support from the Pastoral and Wellbeing Team and Pupil Welfare Manager;
- attendance, family or Early Help support;
- advice and involvement from external professionals where appropriate.

The school recognises that positive behaviour is most effectively supported through strong relationships, emotionally available adults, consistent approaches, effective regulation strategies and partnership working with families. Our aim is to help pupils develop the skills, confidence, resilience and self-regulation strategies needed to thrive both in school and beyond.

Where concerns persist despite targeted support, the Headteacher, SENDCO and relevant staff may consider additional interventions and specialist advice as part of the graduated response. This may include Early Help Assessments, Behaviour Support Services, Fair Access Panel support, specialist assessments, temporary adaptations to provision, requests for involvement from external agencies, or consideration of an Education, Health and Care Needs Assessment where appropriate.

No pupil will be treated less favourably because of a disability or identified SEND. Where behaviour may be linked to a pupil's SEND or disability, the school will consider whether reasonable adjustments, additional support or alternative approaches are required in order to meet the pupil's needs and uphold their right to inclusion. Before making decisions about significant sanctions, suspension or exclusion, the school will consider whether a pupil's behaviour may be linked to an identified or emerging SEND, whether reasonable adjustments have been made, whether the graduated approach has been appropriately implemented, and whether additional support may be required.

Fair Access Panel (FAP)

FAP meet every month and consist of a group of experienced staff, including; Headteachers, Behaviour Support and staff from the Linden Centre (Pupil Referral Unit). The school works 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. Pupils cannot be referred to FAP without parent/carer consent.

Modified Timetable:

A modified timetable may be used as a short-term intervention to support a pupil whose behaviour, emotional, social or individual needs are impacting their ability to access the full day successfully. The purpose of a modified timetable is to provide targeted support, reduce barriers to learning, and help the pupil reintegrate into their full-time education programme as quickly as possible.

Any decision to implement a modified timetable will be made in partnership with parents/carers and, where appropriate, the pupil and relevant professionals. The arrangement will be clearly documented and logged on the Telford and Wrekin Synergy system.

Modified timetables will be used only when deemed necessary, will be regularly reviewed, and will remain in place for the shortest period possible. The school will continue to safeguard the pupil's welfare, monitor attendance and educational progress, and ensure that the provision remains appropriate to their needs.

The headteacher, or designated senior leader, will oversee all modified timetables to ensure they are implemented fairly, consistently, and in accordance with statutory guidance and the school's inclusion principles.

Suspensions and permanent exclusions

As a school we believe that all children have the right to an education, so the decision to suspend or exclude will not be taken lightly. Prior to a suspension / permanent 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 a suspension/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 suspension. 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.

Seclusion

Old Park Primary School does not use seclusion as a behaviour management strategy. Children may be supported in a supervised safe space to aid regulation, but they will not be placed alone in a room or area from which they are prevented from leaving.

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

Seclusion, as defined in this guidance, is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom. Schools should refer to the 'Behaviour in schools' guidance for further information on these and other disciplinary measures.

Violent Incidents

To protect staff and children and the wider school community, if there is an incident which is deemed violent, Parents/carers will be contacted immediately. The Telford and Wrekin violent incident form (Appendix 3) must be completed and given to the headteacher to check and sign. It is then uploaded to the local authority via MyView. Any violent incident towards a member of staff or pupil may result in a suspension. The Headteacher will consider each incident individually, taking account of the circumstances, age, level of understanding, SEND, reasonable adjustments and risk posed.

Damage to property

The school may seek a voluntary contribution from parents/carers towards the cost of deliberate damage.

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 consequencebeyond 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.

Restrictive interventions, including the use of reasonable force in schools

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 DFE legislation in regard to the use of 'Restrictive interventions, including the use of reasonable force in schools' (DFE April 2026). 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). Following any intervention parents and carers are always informed.

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.

The school follows the guidance on reasonable forced published by the DFE in April 2026.

Equal Opportunities

Old Park Primary School is committed to ensuring that every member of the school community is treated with dignity, fairness and respect. We will not tolerate discrimination, harassment or victimisation on the grounds of race, ethnicity, disability, sex, gender reassignment, religion or belief, sexual orientation, pregnancy and maternity, age, marriage or civil partnership, or socio-economic background. We are committed to promoting equality, inclusion and a sense of belonging for all members of our community.

Hate Crimes: Racism, Homophobic and Transphobic Language/ Incidents

Any incidents which fall into this category will 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/carers 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 lunchtimes activities, but it is not safe for a child to do so, then pupils may be removed from part of lunchtime activities.

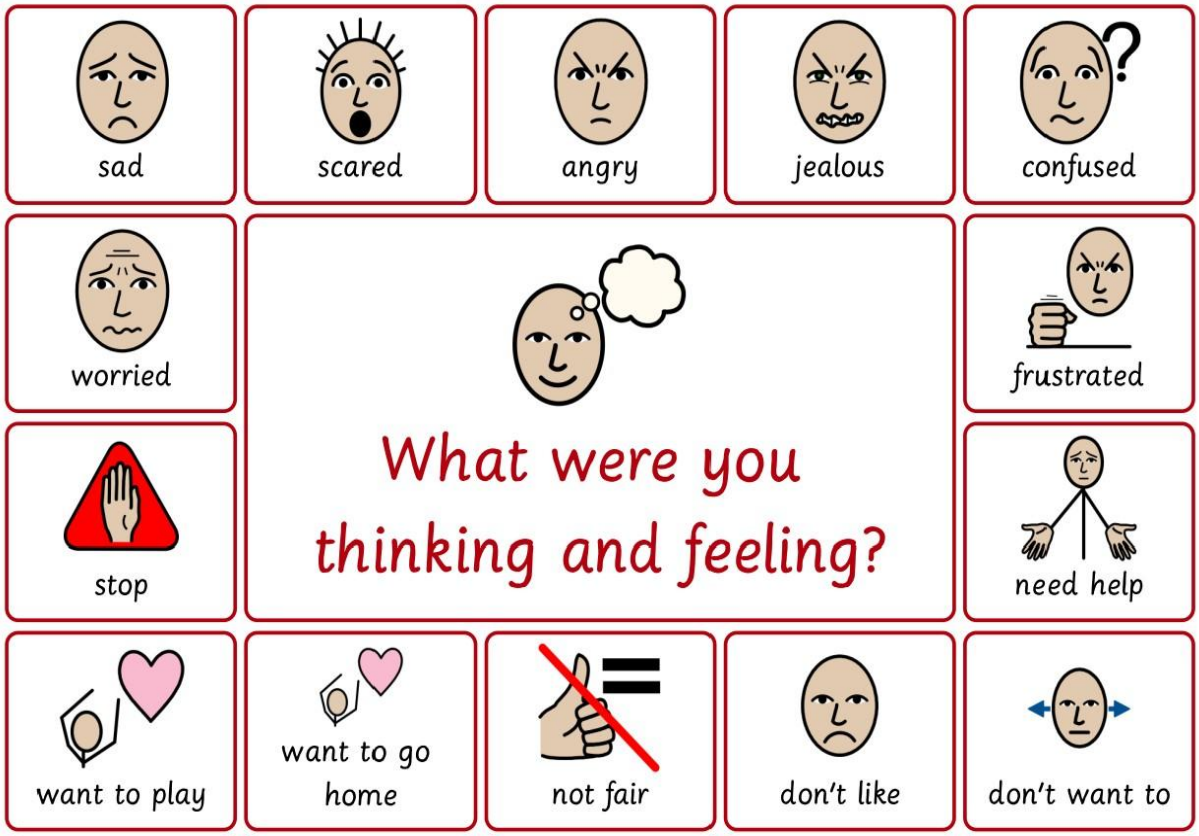
Appendix 1: Behaviour script

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…*

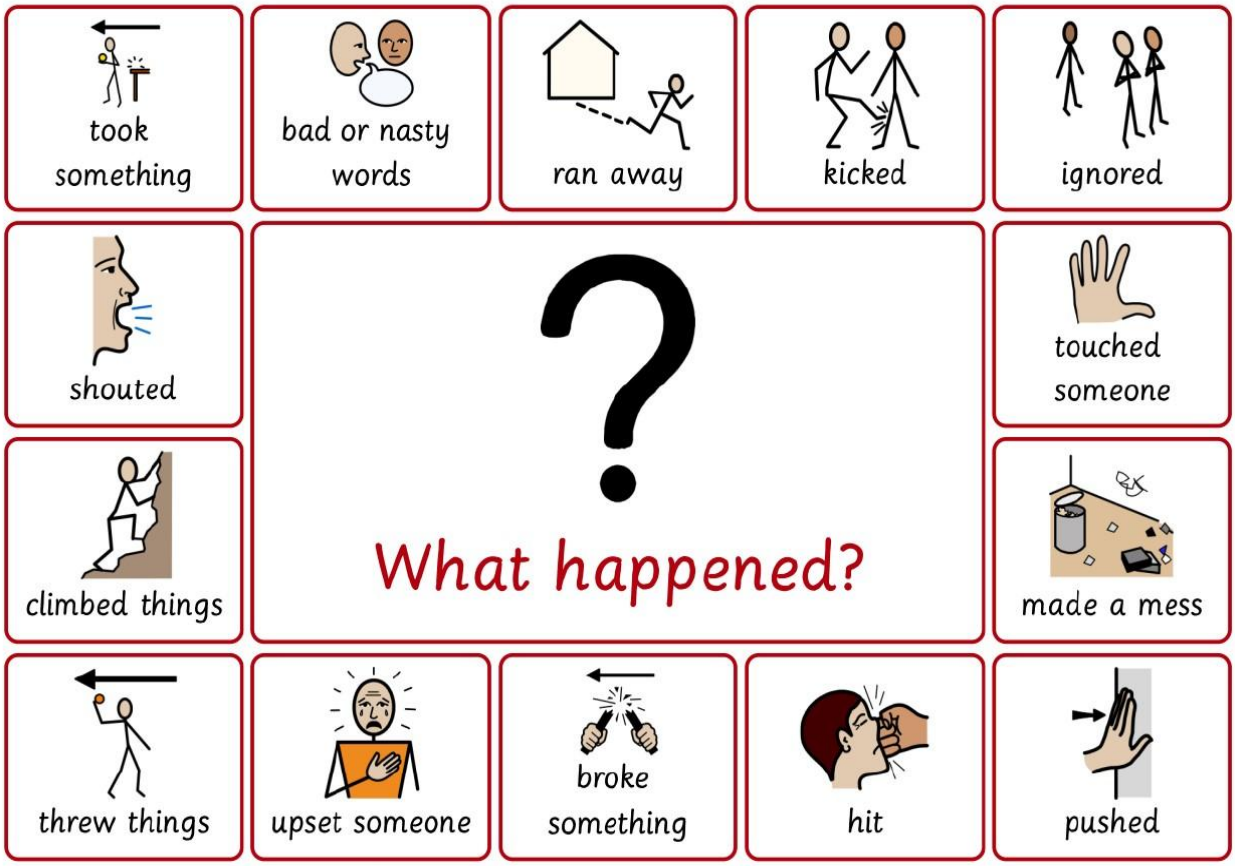
Appendix 2: Restorative conversation and emotion coaching script/resources

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

Appendix 3: Behaviour template to support conversations with pupils



(Labelling) I can see that you are feeling.... (Empathise) I would feel.... if that happened to me....



I wonder if.... (Exploring) Why do you think you did that?

children

teacher

school helper

lunch time supervisor

mum

animals

dad

me

Who has been affected or hurt?

grandparent

family

head teacher

my friends

my class

carer

physically (outside)

head/face

arm

embarrassed

emotionally (inside)

ears

sad

leg

How have they been hurt? How are they feeling?

scared

foot

hand

confused

angry

worried

(Limit setting) Was your choice the right choice or the wrong choice?

It's ok to feel.... but it's not ok to....

give something back

say something kind

check if the person is ok

fix something

offer to help

say what I am sorry for

What can you do to fix things?

tidy up

ask for help

ask what I can do to help

pick things up

clean

draw a picture

write a letter

say sorry

make a good choice

make a safe choice

use calming down strategies

go to a safe place

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

do my work

walk away

(Solutions) Do you think there's a different way to deal with your feelings?

(Agreeing) Can you remember what we agreed?

Appendix 4: Violent incident form

Telford & Wrekin COUNCIL

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

Address of assailant :
If more than one assailant please list relevant details separately

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 consequence 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 from 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:

Pupils are not permitted to use mobile phones, smart watches or electronic devices during the school day unless authorised by the Headteacher. Devices brought to school must be handed in or stored in accordance with the mobile phone policy.

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 and offense/ 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

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. Causing injury to themselves or others;
2. Committing a criminal offence;
3. Damaging property;
4. Causing disorder among pupils at the school, whether during a teaching session or otherwise.

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. School leaders are responsible for making decisions regarding training based on the individual context and needs of the school. When determining appropriate staff training, leaders should ensure that the chosen training reflects the principles of current statutory guidance.

Employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Therefore, schools should carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.

Use of reasonable force to search pupils

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff may use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

Staff should refer to the *Searching, Screening and Confiscation in Schools* guidance document for detailed.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment.

Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or reposition into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing holds, there is a risk of physical and psychological harm, and it should be avoided wherever possible.

Other physical contact with pupils

Schools should not have a 'no contact' policy. Additionally, schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. School leaders should adopt sensible policies which allow and support their staff to make appropriate physical contact.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include:

- To give first aid.
- To guide or escort pupils, such as holding the hand of a pupil at the front or back of a line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate.
- To comfort a distressed pupil.
- To congratulate or praise a pupil, for example a pat on the back or a handshake.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their professional judgement and have regard to:

- The school's child protection (or other relevant) policy.
- The applicable circumstances, such as whether there are other adults present.
- The individual pupil's age.

Any other material factors, including but not limited to whether: the pupil has SEND or other vulnerabilities; any alternative strategies that do not include physical contact can be used.

Telling parents when force has been used on their child

When reasonable force has been used parents/carers will be contacted and incidents will recorded on CPOMS and our logbook. 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.

Appendix 8: Physical intervention logbook example

BOUND AND NUMBERED BOOK v 7

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RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD

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):

❑Humour ❑Verbal advice and support ❑Firm clear directions ❑Negotiation ❑Limited Choices ❑Distraction ❑Diversion ❑Reassurance ❑Planned Ignoring ❑Contingent Touch ❑Calm talking ❑Calm Stance ❑Patience ❑Withdrawal Offered ❑Withdrawal Directed ❑Swap Adult ❑Reminders about Consequences ❑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)

❑Risk to Self ❑Risk to Others ❑Risk to Safe Physical Environment ❑Risk to Safe Psychological Environment ❑Prevention of Psychological Distress ❑Prevention of Physical Harm ❑Prevention of Criminal offence ❑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 ❑ offered or ❑ administered:_____

External Agencies Informed and supporting records:_____

❑Medical Referral_____ (Date and/or log number)

❑Social Worker_____ (Date and/or log number)

❑Health & Safety Report (RIDDOR)_____ (Date and/or log number)

❑LADO_____ (Date and/or log number)

❑Safer Schools Partnership Support Officer_____ (Date and/or log number)

❑Placing Authority_____ (Date and/or log number)

❑Responsible Parent_____ (Date and/or log number)

❑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:_____