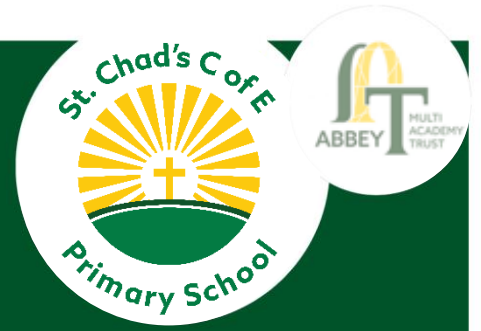


In partnership to
Educate, Nurture & Empower



St Chad's C of E Primary School

POLICIES & PROCEDURES

Restorative Practice: Relationships and Behaviour Policy

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In the light of God, we care, we share, we laugh, we learn.

St. Chad's C of E Primary School
'In the light of God, we care, we share, we laugh, we learn'

Restorative Practice: Relationships and Behaviour Policy

'This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment'

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1. Introduction

At St. Chad's CofE Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We are committed to empowering our young people to realise their full potential and to serve the common good so as to 'live life in all its fullness' (John 10:10). Christian values underpin our commitment to ensure that everyone is valued and respected. We know that nurturing relationships, in which partnerships are valued, supports all our children to flourish and it underpins the success of a school community which 'In the light of God, cares, shares, laughs and learns'.

We encourage self-discipline and promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, children's other significant adults and the children, have a vital role to play and should aim to build positive relationships with each other. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at St. Chad's Primary.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. Restorative practice at St. Chad's CofE Primary means we support pupils in developing the skills to build and maintain positive relationships and to resolve disagreements respectfully. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

2. Aims

- To develop positive relationships through a whole-school restorative approach, which promotes self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and co-operatively.
- By creating a safe, positive and supportive ethos that promotes excellent behaviour, we want all children to be happy and confident with each other and learn in a calm, safe and supportive environment.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote and recognise positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To clearly define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

3. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

It is also based on:

- the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

4. Roles and Responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure recognition, rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary

- Ensuring that the data from the school's recording system (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's vision, upon which our rules and routines are based
- The recognition they can earn for meeting the behaviour standard and rewards for going over and above, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

5. School Behaviour Curriculum - Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour, or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

In our church school, successful behaviour is rooted in our school vision: In the light of God, we care, we share, we laugh, we learn, so that pupils:

- Make the most of the learning opportunities provided
- Care for others and their right to learn in a safe environment
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Care for their school building and school property
- Wear the correct uniform, showing that they are proud to belong to our school community (for more information, please visit the 'Uniform' page on our website: <https://www.st-chadsprimary.co.uk/parents/uniform>)
- Accept responsibility for their actions and understand that actions have consequences, both positive or negative
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6. The St. Chad's Primary Curriculum

The Personal Development of pupils is a high priority at St. Chad's Primary where across the curriculum and in our everyday interactions, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated.

Personal, Social, Health, Citizenship and Economic education (PSHCEe) lessons, Circle Time, school assemblies, out-of school experiences and after school clubs also contribute to the pupils' understanding and competency in managing conflict. Discrete PSHCEe lessons are taught on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

7. Implementation of the Restorative Approach – Practicalities

At St. Chad's CofE Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are proactive in adapting our approach to ensure it is suitable for the pupil's age and level of understanding.

Each class has a clear display of rewards, behaviours and potential consequences (see Appendix 1: Restorative Ladder), so that it may be referred to as part of a restorative discussion. All classes in Early Years and KS1 also have a 'Restorative Station' which visually displays the restorative conversation in language that is accessible to young children. We aim to help the children look out at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

When working with pupils in the Early Years, our focus is on the initial stages of the Restorative Approach: helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

8. The Restorative Approach – Building a positive community including rules and high expectations.

The restorative ethos at St. Chad's Primary underpins our ability to build a positive community for all, so children need to know and help define this ethos within their class, in order for it to be meaningful and effective. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community, based on the UN Convention on the Rights of the Child. This is for both children and adults to adhere to and will be on display in the classroom for reference.

Every class takes part in class circles on a regular basis known as Check-in, Check-out or Circle Time. During circles, expectations of behaviours are taught and reinforced but it is mainly used to build connections and relationships within the class and collaboratively resolve any issues arising.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced. See Appendix 1 for an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

What are our expectations for pupil and adult conduct?

We are proud that we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for specific 'whole school' activities:

The school environment

All of us should be proud of our interesting, pleasant and well-resourced school. It is the responsibility of staff and children to maintain this by looking after the resources and displays. Our classrooms are tidy and well organised, as this has a positive impact on behaviour. We walk quietly around the building at all times, especially when passing through areas where other people are working. We take care not to damage displays in the corridors as we pass and are keen to hold doors open for others, showing politeness and consideration.

Collective Worship

Collective worship is a time for our whole school community to come together to think, learn, reflect, and celebrate. It is a powerful community building opportunity where children are invited to explore our Christian values and ethos statements, including the importance of 'loving neighbour as self'.

With staff leading their class from the front of the line, we enter and leave collective worship silently, unless choosing to sing along to any music being played. We also sit silently during collective worship but should be keen to participate in any interactive parts in a positive and respectful manner. Staff wishing to issue instructions to children in worship, should usually do this using signs rather than speech.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. During their meal, children are expected to display good table manners, remain seated and talk quietly to the people at their table. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

Children are expected to respect the authority of all adults equally – there is no distinction between the authority of one adult to another, with the exception of the Senior Leadership Team. All children should feel safe outside and must be made aware of the importance of informing an adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that

they are safe; that the rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

At playtime, children:

- can only run when on the playground or field and must play in the designated areas where they can be seen by an adult.
- do not pick each other up or play fight.
- only go inside when they have an adult's permission e.g. to go to the designated toilets or for First Aid.
- must stop and stand silently on the first whistle, which signifies the end of break time. On the second whistle, children should tidy up and walk sensibly to their lines, where their teacher will be waiting for them. They will be led back into class, walking one behind the other in their line.

Any serious behaviour incidents should be reported to the duty Senior Leadership member.

Possessions from home

Children should not bring toys or possessions (e.g. footballs or collection cards) from home unless for an organised day or if specifically given permission by an adult in exceptional circumstances. Toys from home often cause problems between children and are often lost or misplaced, causing. As children are provided with equipment to share and play with as appropriate, items from home often cause unnecessary upset.

School uniform

Children are expected to wear correct school uniform at all times, as it gives the children a sense of pride and purpose and creates a cohesive community that encourages good behaviour. Guidance for school uniform is detailed on our website and in the prospectus, which is available on request at the school office. All members of staff are expected to enquire into incidences of children not wearing correct school uniform and challenge this sensitively where appropriate.

9. The Restorative Approach - Recognition for Positive Behaviour and Effort

We continually strive for our pupils and staff to be considerate of each other and our surroundings and to behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition, or rewards where positive behaviour is over and above the expected standard, as identified on the Restorative Ladder (see Appendix 1).

We recognise learners who meet our high standards and reward learners who go "over and above" our standards. Our staff understand that a quiet word of personal praise can be as effective as a more public reward and the purpose of praise and rewards is to work towards intrinsic pride and motivation. Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;

- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.)

Classroom management – Recognition stars

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix

Each class will have a Recognition Star and at the top of the star, the teacher will write the behaviour the class are focusing on. Examples could include that week's Ethos Statement; 'one voice', for classes who constantly talk over each other; 'speak politely', to emphasise manners; or 'hands and feet to yourself', if there are those who give them to others too freely. The focus can also relate to learning behaviours: 'accurate peer feedback', 'persuasive language', 'show working' or 'on task', for those who need to develop their work ethic.

When the teacher or support staff see children demonstrating the behaviour well, they will add their name on the star. The recognition star is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson, session, day or week (depending on the age of the children and context) the aim is for everyone to have their name on the star.

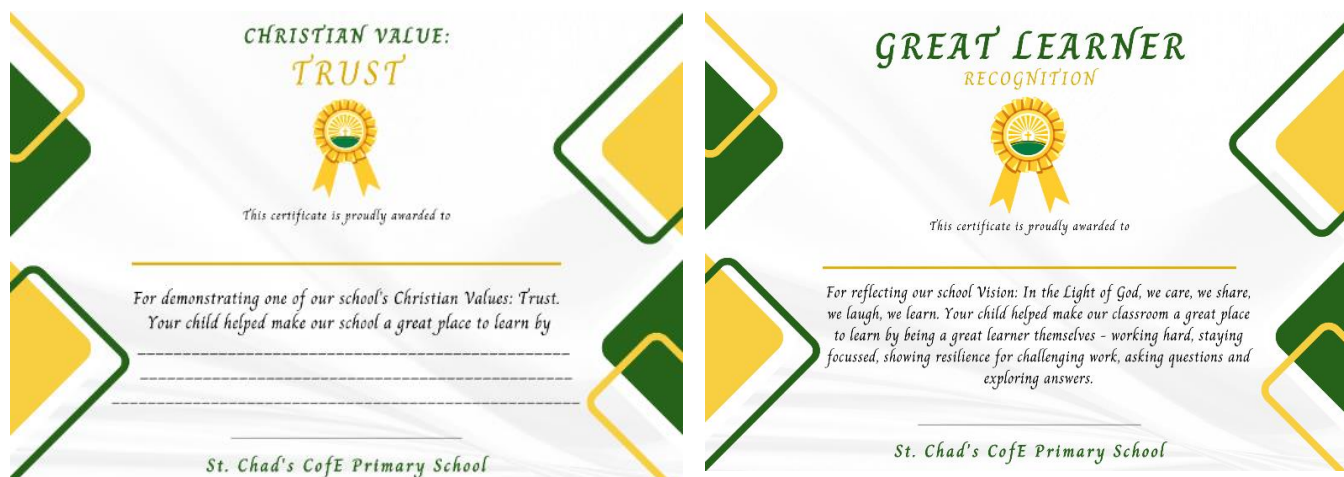
Ways to maximise the potential of recognition stars – Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Learners can nominate other children who have been consistently demonstrating the desired behaviour to be put on the board. Use this with discretion and at appropriate times, so as not to interrupt the flow of a lesson.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

Classroom level recognition for good behaviour

- Descriptive praise for choice or effort
- Name on the class Recognition Star
- Mention or note to subject leader or SLT

- Mention or phone call to parents
- Recognition Certificate - for children who consistently demonstrate desirable behaviours in line with our School Vision: In the Light of God, we care, we share, we laugh, we learn; or one of our school's Christian Values: Compassion, Trust, Forgiveness or Wisdom.



Whole school level recognition and rewards

- Name on a shared area recognition board
- Achievement or Ethos Award - chosen children receive a certificate in Friday Worship, which parents are invited to attend.
- Positions of responsibility
- Golden Tickets - Children who go 'over and above' our expected standards in behaviour, attitude or learning may be rewarded with a Golden Ticket to attend the Headteacher's Tea Party at the end of each half-term.
- Peace Award - each teacher nominates 1 child per term

Positions of responsibility

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on positions of responsibility within their class and across their school. These include, but are not limited to:

- Pupil Council
- Junior Leaders
- Play Leaders
- Fit Bods
- The Crew
- Digital Leaders
- Eco Committee
- Peer Listeners
- Wordsmiths
- Lunchtime Talktastics
- Classroom and school wide monitor jobs

Home-school partnership

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents who choose to send their child to St. Chad's to support the school in maintaining good discipline, which in turn ensures good learning. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the door' approach or contact parents by telephone or email.
- All children have Tapestry or Seesaw accounts where work or class messages can be shared.
- Children may come home with a Recognition Certificate.
- The Parents' Consultation Evenings also provide a forum for discussion.
- Class assemblies, celebrating behaviour and achievements.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.

10. The Restorative Approach – Dealing with inappropriate behaviour.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Incidences of negative behaviour are always challenged in a fair, respectful, consistent and proportionate way, so that pupils know with certainty that misbehaviour will always be addressed with the focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

Engagement with learning is always our primary aim at St. Chad's Primary. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but clearly identified steps should always be followed first, with care and consideration, taking individual needs into account. The steps are:

- Catch them being good
- Redirection
- Reminder
- Caution
- 30-second intervention
- Time-out
- Repair

All learners are given take up time in-between steps and staff at St. Chad's deal with behaviour without delegating unless the behaviour is serious.

See Appendix 2 for the details of each step. This is also summarised in our Behaviour Blueprint (Appendix 3)

During 'Repair', the key principle when reflecting on behaviour issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach. This maintains a focus on high expectations and facing the real consequences of behaviour, within a framework of high support. When behaviour consequences are required, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Appendix 1: The Restorative Ladder outlines the potential consequences to unacceptable behaviour.

The restorative questions

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

What happened? Drawing out each person's story one at a time, starting with the person who has allegedly caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the Restorative ladder to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

Active listening

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



Use of consequences

When using consequences at St. Chad's CofE Primary School, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children in or out of the classroom before an incident is dealt with.

Appendix 1 shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Restrictive Physical Intervention and Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. To fulfil our duty of care to prevent harm, all members of staff have a duty to use reasonable force under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

In response to serious or persistent breaches of this policy, the school may ask a pupil to leave the classroom or remove a pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious or persistent misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Appendix 4 details the circumstances and parameters for a child spending time out of the classroom and Appendix 5 details the legalities around Restrictive Physical Intervention and the use of Reasonable Force.

Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Searching, Screening and Confiscation

St. Chad's CofE Primary School, as part of Abbey Multi-Academy Trust, will have regard to the latest DfE guidance on Searching, Screening and Confiscation when considering where they may need to search for and/or seize items, including without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury or damage:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Please see Appendix 6 for full details on Searching, Screening and Confiscation.

11. Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring, such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (nurture rooms or safe spaces) where pupils can regulate their emotions during a moment of sensory overload

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Recording

All members of staff are trained to use CPOMS (secure online recording system) to record safeguarding and behaviour incidents.

CPOMS: When should behaviour incidents be logged?

SLT review CPOMS regularly and create actions based on issues and trends, in order to ensure support at the right times and in the right places. Staff should log the following types of incidents/issues on CPOMS:

1. Persistent defiance or low-level disruption
2. Verbal incidents
 - a. Discriminatory incidents must be reported immediately to the HoS.
 - b. Swearing/verbal abuse.
3. Physical incidents
 - a. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent.
 - b. Incidents in which another individual has been injured/assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved.

4. Purposeful damage to property
5. Incidents relating to ongoing issues with a child that need recording e.g.:
 - a. a child may have confided that they are being bullied, and any incidents between them and the alleged perpetrator should be logged.
 - b. incidents that give extra evidence and a broader picture for multi-agency meetings.

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

If any of points 1-5 occur during lunchtime, the lunchtime supervisor should record the incident on CPOMS and inform the class teacher where further action may be required.

All points must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

13. Suspension and Permanent Exclusions

On rare occasions, there are serious incidents or persistent poor behaviour, which has not improved following in-school consequences and interventions. In these cases, the Head of School may implement an internal/external suspension or exclusion, as a last resort. External agencies may need to become involved for behaviour monitoring and support.

In all situations, pupils will be treated within the Restorative Framework so that when they are calm, their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

Please refer to our exclusions policy, available on the school website, for more information.

14. Behaviour and Safeguarding

At St. Chad's we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy, available on the school website for more information on any of the below categories.

Child-on-child abuse

We recognise that children are capable of abusing their peers and that this can manifest itself in many ways and contexts. Where there are concerns or allegations of child-on-child abuse, the procedures and guidance in the Child Protection and Safeguarding Policy will be followed.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Concerns or allegations of all forms of peer abuse must be reported to the DSL, who will have regard to the Keeping Children Safe in Education child

protection guidance and procedures and make referrals in respect of both the alleged victim and the alleged perpetrator, where appropriate. Where the concerns are of a sexual nature, the DSL will complete an AIMS checklist and make a referral where appropriate.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Mobile phones and technology

Children are not permitted to have mobile phones in school. Any children who bring mobile phones to school must take them to the office first thing in the morning and collect them at 3.10pm. Mobile phones which are found in school will be taken to the office for collection at 3.10pm.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the 2017 updated guidance: UK Council for Child Internet Safety Guidance 'Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People':

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/62939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate (see Safeguarding Policy).

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police and when establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School or Deputy Head of School (and designated safeguarding lead - DSL) will make the report. The DSL will make a tandem report to children's social care, if appropriate.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and consequences, as long as it does not conflict with police action.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

15. Bullying

St. Chad's CofE Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

16. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

17. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The restorative approach
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

18. Monitoring Arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half-term by the Senior Leadership Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by Jackie Matthews (Deputy Head of School), Paula Michaud (Head of School) and the St. Chad's Local Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the LGB.

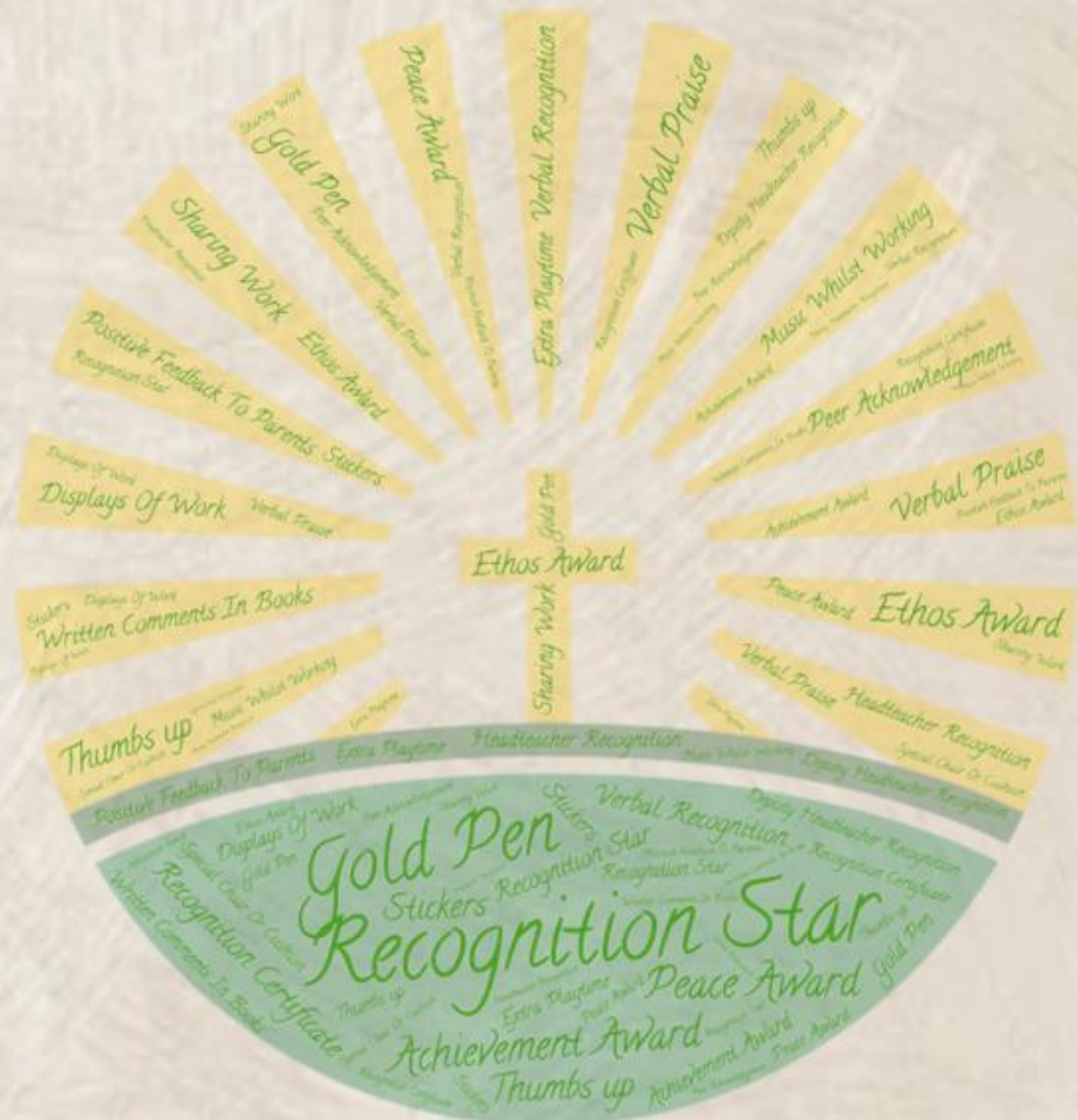
APPENDIX 1: Restorative Ladder

Our school rules come from our school Vision:

In the light of God,

we care, we share, we laugh, we learn.

When we follow this vision, our efforts are recognised.



Behaviour:

- Not on task or avoiding work
- Disrupted others from their learning
- Not following an instruction
- Poor choice in the classroom or playground

- Continuing to disrupt / avoid work
- Inappropriate words, comments or teasing
- Lack of respect for people or property
- Hurt someone (accident)

- Continuing disruption to people or learning time
- Swearing
- Being rude or shouting
- Not making a safe choice
- Not accepting help with a better choice

- Repeatedly doing the above behaviours
- A one off, serious behaviour or extreme reaction
- Physically hurt someone on purpose
- Immediate danger to themselves, others or significant damage to property
- Bullying / Racism / Discrimination

Consequences:

- * Reminder of the school vision
- * Support to make a better choice
- * Told how your choice is affecting others
- * Catch up on missed work

- Thinking /calming time
- Individual working space
- Restorative conversation at playtime, including putting it right consequences
- Catch up on missed work
- Parents or carers told

- Thinking/calming/working in a different class or room
- Restorative conversation at playtime with your teacher and SLT, including putting it right consequences
- Discussion with parents or carers
- Fixing any damage or tidy any mess made

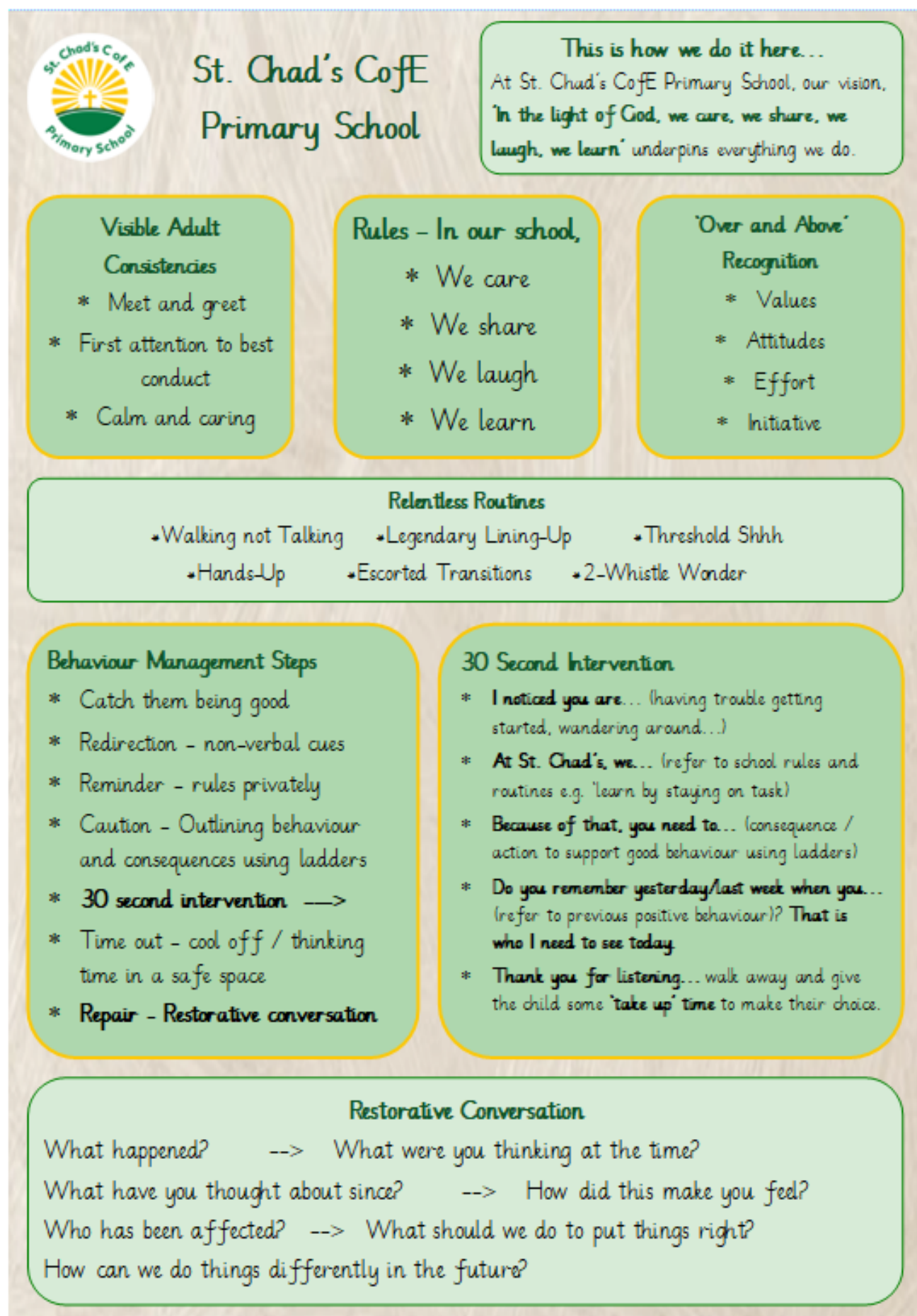
- Adult / SLT support
- Formal restorative conversation and discussion with parents
- Restraint to keep you or others safe
- Working out of class. Mrs Michaud or Miss Matthews will choose how long this will be for. (Internal suspension)
- Parents may need to pick you up early and you will need to work at home (Suspension)

Appendix 2: Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff at St. Chad's deal with behaviour without delegating unless the behaviour is serious. Staff use the steps below for dealing with poor conduct.

Steps	Actions
1. Redirection	<ul style="list-style-type: none"> Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement
2. Reminder	<ul style="list-style-type: none"> A reminder of our school rules delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3. Caution	<ul style="list-style-type: none"> A clear verbal warning delivered privately wherever possible, using the behaviour ladder, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4. 30-second intervention	<ul style="list-style-type: none"> Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: <ul style="list-style-type: none"> I noticed you are... (having trouble getting started, wandering around...) At St. Chad's, we... (refer to school rules and routines e.g. 'learn by staying on task') Because of that, you need to... (consequence / action to support good behaviour using ladders) Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today. Thank you for listening... walk away and give the child some 'take up' time to make their choice.
5. Time-out	<ul style="list-style-type: none"> Time out might be a short time away from the classroom with another class/TA/nurture room/calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. Reset expectations and settle back in.
6. Repair	<ul style="list-style-type: none"> This might be a quick chat at break-time in or out of the classroom or a more formal meeting Restorative Practice: 5 questions is usually enough from the following: <ul style="list-style-type: none"> What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future? <p>(Key questions in bold)</p>

Appendix 3: The St. Chad's Behaviour Blueprint



Appendix 4: Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious or persistent misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff and will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Support sessions from our Thrive practitioner, Counsellor or Family Support Social Worker
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Appendix 5: Restrictive Physical Intervention and Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. To fulfil our duty of care to prevent harm, all members of staff have a duty to use reasonable force under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances to prevent a pupil from doing, or continuing to:

- d. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- e. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- f. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Therefore, our policy for physical intervention is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. Several staff on roll have attended Restrictive Physical Intervention (Team Teach) training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property. It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved.

RPI will always be carried out with the child's safety and dignity in mind. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil under the Equalities Act 2010, including Special Educational Needs and/or Disabilities, mental health needs or medical conditions before exercising the power to use force.

A safe space is available in school, and when possible, pupils who have been subject to RPI can be taken to this room for time to become calm and collect their thoughts. Where there has been RPI, a record must be made and parents must be informed as soon as practical after the incident.

This policy covers those situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents/carers and are monitored through EHCPs or individual Support Plans. It does not cover emergency situations which cannot reasonably be planned for in advance.

Appendix 6: Searching, Screening and Confiscation

St. Chad's CofE Primary School, as part of Abbey Multi-Academy Trust, will have regard to the latest DfE guidance on Searching, Screening and Confiscation when considering where they may need to search for and/or seize items, including without consent, for safeguarding purposes, where there is reasonable cause to suspect that it has been, or is likely to be, used to commit an offence, or cause personal injury or damage:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Confiscation

At St. Chad's, prohibited items include:

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

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

- An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if: The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher or deputy headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items only. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or desks.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules or behaviour policy.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved.

Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

At St. Chad's CofE Primary, we do not screen pupils upon entry to the school.