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| Name of Policy | Positive Behaviour Management (including Anti-bullying) |
| Date last reviewed | September 2022 |
| Date to be reviewed | September 2023 |
| Governor Committee | Standards |
| Date approved | |
| Key Member of staff | Headteacher |
| Statutory | Yes |

Duxford Church of England Community Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

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1. Vision and Values

At Duxford Church of England Community Primary School we want every child to **'Aim High....Fly High!'** We want our pupils to exhibit prosocial behaviours on their 'learning journey' with us in order that they reach their full potential. We aim to support all pupils through a positive, therapeutic, restorative and effective behaviour management approach that reflects the values and principles that we consider important to our school.

Our therapeutic approach to behaviour management has been inspired by Cambridgeshire's 'Step On' training. This approach recognises the role school has of teaching behaviour and that of growing internal discipline in the pupils we teach. We believe that pupils learn behaviours and make positive choices through:

Positive relationships with adults and peers-Adults having positive relationships with pupils and acting in a fair and consistent manner is the most effective way of ensuring a positive and engaging learning environment. Positive role models – using words and actions that mirror the responses we are trying to encourage in our pupils. Positive phrasing and repetition of expectations – using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual. Consistency – working out the best way to support each individual pupil and ensuring approaches to that pupil are consistent. Praise and positive reinforcement – noticing when pupils are demonstrating socially acceptable behaviours and ensuring this is praised. Comfort, calmness and forgiveness – ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

This policy therefore embeds this therapeutic approach with our 4 keys AIMS and our Golden Rules in order that school members learn and experience equality of opportunity to enjoy community life.

We are...

Attentive

Imaginative

Motivated

Spiritual

Attentive

- We listen
- We look after our environment and resources.

Imaginative

- We work together.
- We try new things



Motivated

- We are eager to learn.
- We use our Growth Mindset

Spiritual

- We are respectful.
- We look after each other and are safe.
- We are calm and mindful

What this looks like: (Our Golden Rules)

Ready
Respectful
Safe

2. Aims and Objectives:

Within our school community, we aim:

- *To be welcoming and inclusive.
- *To recognise that each pupil is an individual with their own needs
- *To provide a calm, safe environment in which all pupils can achieve their very best
- *To create a firm and consistent approach to behaviour throughout the school. *Promote respectful and thoughtful behaviour between all members of the school community.
- *To maintain, encourage and promote positive behaviour, self-discipline and respect and encourage each pupil to accept responsibility for their own actions.
- *To teach pupils' the skills and attitudes required to achieve and maintain positive behaviour
- *To raise pupils' self-esteem and help them feel safe and secure
- *To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- *To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- *To develop pride in the school, in work, in effort as well as achievement.
- *To adopt a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them, and resilience is promoted and celebrated within classes
- *To involve parents in the good behaviour of their children
- *To promote that everyone within the school community has an important role to play in the smooth running of the school and to contribute through codes of good conduct.

We aim to Analyse not Moralise.

Analyse = Examine (something) methodically and in detail, typically in order to understand, explain and interpret it.

Moralise = To comment on issues of right and wrong, typically with an unfounded air of superiority.

The important principle is that we ANALYSE pupils' behaviour and not moralise about it. Finding out why a pupil acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the pupil. All staff should investigate and acknowledge how behaviour, experiences and feelings are inseparably linked. Positive experiences create positive feelings. Positive feelings create positive behaviour. We know that behaviour is essentially a form of communication, and we work hard to understand that a pupil's behaviour is telling us something. We endeavour to provide the support and strategies necessary to enable pupils to learn self-control and develop pro-social responses. Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual pupil, their age and any special circumstances that affect them. To enable change, we need to understand the pupil's behaviour not just suppress the behaviour. The Cambridgeshire Steps 'Early Prognosis Tool' (appendix 6) and 'Roots and Fruits Tool' (appendix 7) help staff to identify the underlying influences on behaviour. This helps the adults to list a pupil's positive and negative experiences in life that may have led to their negative feelings and behaviour. Undesirable behaviours (anti-social behaviours) are limited by disempowering the behaviour that is to be

discouraged. Using positive phrasing, limited choice, disempowering the behaviour and applying educational consequences will help a pupil to learn the more appropriate pro-social behaviours over time.

3. Roles and Responsibilities:

Staff Responsibilities

Class teachers have day-to-day responsibility for the discipline of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the children in their classes. Teaching staff share the responsibility for the sensible behaviour of the children in and around the school.

Lunchtime and playtime responsibility is delegated to Teaching Assistants overviewed by class teachers as well as the headteacher and deputy headteachers.

Parent responsibilities:

We encourage parents to be aware of the school codes of conduct and expectations and to support the implementation of this behaviour policy as outlined in the home-school agreement.

We look to our parents to ensure that their children are aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline. Above all we regard it as the responsibility of the parents to foster good relations with the school and to show an interest in what their child does there.

Pupil's responsibilities

Children are expected to follow the codes of conduct in the school and classroom and show respect for the rights and needs of everybody in the school community both adult and child behaviour, politeness and good manners are insisted upon, especially when dealing with teaching staff, all support staff and other adults who may be in the school as outlined in the home-school agreement.

4. Step On Approach

School staff have been trained in the Cambridgeshire Steps 'Step On' approach to behaviour management. It is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covered a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques.

In line with the approach, the school follows a number of principles:

- All staff should always speak to pupils respectfully and calmly – reducing conflict and leading by example.
- The teachers' and teaching assistants' role is to help pupils and always try to reduce conflict and not do anything that may escalate it;
- Use a calm stance and de-escalation script (see below) in a conflict situation;
- Provide pupils with a 'Recovery time' to calm down after an incident, after which there should be a de-brief; this may be carried out by another member of staff:

- A predict and prevent plan or risk management plan should be completed for any pupil for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property;
- Positive handling of pupils in a safe way (see appendix 1);
- Being proactive in managing pupils' behaviour e.g. trying to avoid situations which may cause conflict;
- Recording incidents – reporting of incidents must follow protocol.

4.1 De-escalation script

This is a prepared script to be used when a child is trying to engage adults or others in conflict.

The script is:

- Child's name
- I can see something has happened
- I'm here to help
- Talk and I'll listen
- Come with me and...

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation

5. Pro-social Behaviour

Prosocial behaviours are those relating to behaviour which is positive, helpful and values social acceptance.

We recognise that positive experiences create positive feelings and positive feelings create positive behaviour. Our therapeutic approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

All learners, parents, staff and visitors who come into school have responsibility for promoting prosocial behaviour by demonstrating clear values and principles. At Duxford C of E Community Primary School, our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

These principles are exemplified through:

- Respecting the dignity of each person; their individuality, their feelings and their role in the school.
- Showing respect for each person, and empathy for their feelings.

- Using consistent, clear and agreed boundaries
- Building confidence and self-esteem by valuing each person's successes and achievements.
- Encouraging independence
- Praising positive behaviour. Using positive phrasing and reminding, using scripts, repetition and structure.
- Building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.
- Communicating effectively, so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Teaching right from wrong, honesty and respect for others.
- Comfort and forgiveness.

Throughout the year, classes focus on the 'School Expectations'. The pupils, with the help of their teacher, reiterate the positive ground rules that will make for a happy, calm and positive working classroom environment and general behaviour expectations around the school environment. If a child contravenes this code of conduct, they are reminded of its importance for everyone's well-being throughout the school.

5.1 Daily expectations for pro-social behaviour

| Activity | Ready | Respectful | Safe |
|---|--|---|--|
| Coming into school | Have necessary equipment: PE kit, home learning, reading, spelling, times tables books as appropriate Wear correct school uniform: hair tied up, no Fitbits or big watches, no nail varnish | Staff and children greet each other with, 'Good Morning' | Hang up coats & bags to keep cloakrooms tidy & floor clear Use indoor voices Smart walking No wheels, stay off play equipment |
| Whilst working in the classroom / learning bays | Pay attention to the adults Join in | Listen to adults and other children Hand up to contribute Don't distract others Wait your turn | Keep hands and feet to yourself |
| Moving around the school | | Treat school property with respect Don't distract learning in other classes | Smart walking Indoor voices |
| Assembly | Arrive on time Look at the speaker | Sit smartly and silently | Smart walking in and out of the hall |
| Lunchtimes | Leave the scraper beside the bin | Use good manners: say 'Please' and 'Thank you', no talking with food in mouths, use knives & forks Indoor voices | Wash your hands before lunch. Queue sensibly Be tidy Smart walking Eat only your own food |

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| | | | Tuck your chair in |
| Playtimes | Have suitable clothing, e.g. coats | Speak nicely to each other. Play kindly. Take care of each other and equipment. Use the Octagon for quiet time. | Line up sensibly Play safely: no rough games, be aware of other children as you move around. No throwing objects over fences Kind hands, feet & words. Stand still when the first whistle blows, line up after the second whistle. |
| End of the day | Take home everything you need. | Make sure that the classroom and learning areas are tidy | KS2: Only go home with your expected adult – return to your class teacher if your adult isn't there. KS1: line up smartly and wait for your teacher to see your parent |

5.2 Praise, Reward and Celebration

At Duxford C of E Community Primary School, learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others.

The use of extrinsic rewards for pupils can be an effective short-term measure in managing behaviour. This is always secondary to developing values and understanding within the pupils of why it is important to choose the pro-social behaviours for the activities below:

Among the rewards we use are:

- * Praise from adults and peers
- * Stamps on pupil's work; positive comments
- * Stickers for themselves
- * Showing good work to other classes, teachers, Deputy Heads or Head Teacher.
- * Good work and achievements being displayed around the school on Twitter and on the school website.
- * Awarding of house points. House points are collected from each class and celebrated during the Celebration assembly. Each term the house points are totalled up and the winning House, who have displayed the AIMS most effectively, receive an extra playtime.
- * Head Teacher Awards for achieving outstanding learning
- * Special cards are awarded during Celebration assemblies to children who have been Attentive, Imaginative, Motivated or Spiritual during the previous week.
- * Weekly Golden Time. Before Golden Time starts, teachers & children reflect on the successes of the week and any areas for improvement. Golden Time is 20 minutes and should be used as a time for pro-social behaviour, including playing games.
- * Class rewards for whole class good conduct where pupils work together to earn a reward at the end of the term.

* Fortnightly time set aside for children whose behaviour and attitude is consistently above and beyond to meet with headteacher or SLT.

6. Supporting All Learners

At Duxford C of E Community Primary School adults have the responsibility to use consequences, which have a relation to the behaviour and, as a result, help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour to the harm caused, that then contributes to the situation.

6.1 Low Level Behaviour

For the majority of pupils, a clear reminder about the right behaviour would be sufficient for the pupil to correct their behaviour. Some low-level behaviour is driven by a need for attention. In these circumstances, staff will, where possible, ignore low-level behaviour and take the first available opportunity to praise pro-social behaviour. When doing this, staff will focus on praising the pupils who are behaving in a pro-social way. When addressing low-level behaviour, staff will not draw attention to the pupil in a shameful way, but will either speak very quietly to the pupil or wait until after the lesson to talk to them. Staff may make clear their expectations of them by the end of the lesson.

| Low Level Behaviours | Consequences and support |
|---|---|
| Lack of concentration Not following instructions Dropping litter Inappropriate use of equipment (including ruler twanging and building 'towers') Rocking on chairs Doodling/scribbling on whiteboards Day-dreaming Other off-task behaviour (quietly not bothering others) Lack of effort in standard of work Chatting between pupils at inappropriate times-listening/learning times | Make eye-contact (where possible), use a non-verbal warning (e.g. teacher 'look') <i>(if that doesn't work)</i> Say the child's name <i>(if that doesn't work)</i> Give them a clear verbal reminder of your expectation "Jimmy, sit properly on your chair and continue with your writing." <i>(if that doesn't work)</i> Teacher or TA to speak to child privately – these behaviours are likely to be caused by an unmet need. Try to meet that need so that the child can continue to make progress in the lesson. |

7. Unsocial behaviour:

Unsocial behaviour is defined as: not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

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| <p>Unsocial Medium Level Behaviours – <i>purposeful behaviour that pupils know are against the class/school expectations but feel they need to do it anyway</i></p> | <p>Consequences and support</p> |
| <p>Persistent low level behaviour (Usually 3 times in a lesson) Head down on table, no communication Defiant behaviour involving ignoring questions and instructions Work refusal Refusing to engage in group work (quietly) Ongoing lack of effort in standard of work</p> | <p>What is the unmet need? (Boredom, work too hard/easy, need to move, feeling ill/unhappy, falling out with friends, classroom too noisy, anxious about working with certain peers or speaking in front of the class, anxieties, difficulties at home, etc)</p> <p>Can you meet that need for them? (differentiate the work, give them an alternative activity, give them a task to do that enables them to leave the classroom and move (take a message, 'heavy work', etc), give them the option to work somewhere quieter, 5 mins to chat to you or a TA about what is worrying them)</p> <p>You may choose strategic ignoring of some of these behaviours depending on the individual pupil in question, especially where they are in place of anti-social behaviours which will disrupt the learning for everyone</p> |
| <p>Unsocial High Level Behaviours - <i>behaviours that put them at risk of physical harm; behaviours that show complete disrespect for school staff</i></p> | <p>Consequences and support</p> |
| <p>Persistent Medium Level Behaviours Leaving the classroom without permission Self-harm, repetitive banging head on table/wall, etc.</p> | <p>Class teacher to give verbal feedback to parents (this should happen every time a child leaves the classroom without permission or when self-harm occurs)</p> <p>Speak to InCo for strategies to support pupil's mental wellbeing Work together using the Early Prognosis Tool, Anxiety</p> |

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| | <p>mapping, Roots and Fruits where it is felt it will help</p> <p>Consider alternative provision during certain lessons if frustration or anxiety is causing concern</p> <p>Reflect, Repair, Restore (see appendix 3) – to be completed at an appropriate time, perhaps break time or lunchtime, incorporating time to catch up on missed learning as appropriate</p> |
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8. Anti-Social behaviour

Anti-social behaviour is defined as: behaviour that causes harm to an individual, a group, to the community or to the environment

| Anti-social Behaviours | |
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| <p>Low Level Behaviours – <i>low level behaviours that disrupt the learning of others and may or may not disrupt their own learning; behaviours that can be upsetting for others</i></p> | <p>Consequences and support</p> |
| <p>Getting up from the table without reason, wandering around</p> <p>Calling out (answers to questions, not allowing others to think for themselves)</p> <p>Interrupting the teacher or other pupils</p> <p>Talking at inappropriate times</p> <p>Irritating the other pupils (poking with rulers/pencils, etc)</p> <p>Passing notes</p> <p>Non-aggressive throwing of small objects</p> <p>Rough play</p> <p>Running or being noisy in the corridors</p> <p>Inappropriate language (undirected)</p> <p>Invading others' personal space</p> | <p>Make eye-contact (where possible), use a non-verbal prompt (if that doesn't work)</p> <p>Say the child's name (if that doesn't work)</p> <p>Give them a clear verbal reminder of your expectation</p> <p>"Sarah, raise your hand if you wish to answer. (if that doesn't work)</p> <p>Give the pupil a verbal warning – "Sarah, this a warning. Remember to raise your hand. You must raise your hand to answer, other pupils are being disrupted."</p> <p>If they continue, find an appropriate time to speak to them privately (or TA to speak with them/sit with them) give them a final warning and explain that there will have to be a consequence for their behaviour if it continues.</p> |

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| | <p>If that doesn't work, refer to consequences for Medium Level Behaviours.</p> <p>Work together using the Early Prognosis Tool, Anxiety mapping, Roots and Fruits where it is felt it will help</p> |
| <p>Medium Level Behaviours - <i>purposeful behaviour that pupils know are against the class/school expectations and do it anyway; behaviours that may cause minor injuries but causing injury was not the 'aim' of the behaviour</i></p> | <p>Consequences and support</p> |
| <p>Repeated low level behaviour (Usually 3+ occasions in a lesson) Deliberately provoking others (knowing that this will cause a specific reaction) Rough play where someone gets hurt Pushing and shoving Name calling (minor) Causing damage to other people's property, including school equipment/displays (small scale or damage was not intended) Intimidating others, making threatening gestures Throwing small items that will not cause injury at other people (directed) Throwing items that could cause harm (undirected) Swearing (undirected) Deliberate unkindness to others</p> | <p>Reflect, Repair, Restore (see appendix 3) – to be completed at an appropriate time (NOT while they are still in a heightened emotional state), perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence) or time away from certain peers (protective consequence).</p> <p>Repeated Medium Level behaviours, class teacher to give feedback to parents)</p> <p>Work together using the Early Prognosis Tool, Anxiety mapping, Roots and Fruits where it is felt it will help</p> <p>Possible educational consequences Complete work from the lesson at break time or lunch time (as long as they still have some time to go outside) Complete work from the lesson at home Moved to a position in the classroom where they cannot distract others Moved to a position in the classroom where there is closer adult support Fixing or cleaning up things they have damaged</p> |

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| | <p>Additional input through PSHE on social skills and resiliency Regular/weekly verbal feedback with parents/carers Individualised reward chart to encourage work Writing a letter of apology</p> <p>Possible protective consequences Can be sent out of the classroom for up to 10 minutes if their behaviour is causing physical or emotional distress to others or stopping others from working (see appendix 4) Moved to a position in the classroom away from the person they are being unkind to Moved to a position in the classroom where there is closer adult supervision Restricted lunch time/break time, alternative break provision provided for a day Regular/weekly verbal feedback with parents/carers Individualised reward chart to encourage positive behaviour</p> |
| <p>High Level Behaviours – <i>behaviours that put a pupil or an adult in danger of physical or significant emotional harm; behaviours that show complete lack of respect for school staff</i></p> | <p>Consequences and support</p> |
| <p>Repeated medium level behaviour (Usually more than 2+ times in a week, following class teacher feedback to parents) Throwing objects that could cause injury at other people (directed) Swearing or other inappropriate language (directed at a child or teacher) Spitting at others Biting (depending on age and developmental level of child) Climbing onto high equipment and refusing to come down Deliberate vandalism to school</p> | <p>Referred to Leadership Team (Key Stage lead, Deputy Head) in the first instance, where possible) and involved in meetings/phone calls with parents</p> <p>Reflect, Repair, Restore (see appendix 3) – to be completed at an appropriate time, perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence) or time away from certain peers (protective consequence). Work together using the Early Prognosis Tool, Anxiety mapping, Roots and Fruits where it is felt it will help</p> <p>Possible educational consequences See consequences for Medium Level behaviours</p> |

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| | Possible class visit from PCSO to educate on vandalism, stealing or other misdemeanours that would be breaking the law if they were older |
| Highest Level Behaviours | Consequences |
| <p>Directed verbal abuse towards an adult or pupil including swearing, racist or homophobic language</p> <p>Violent physical aggression causing injury: intentional hitting, kicking, head-butting, punching, etc.</p> <p>Use of an object to deliberately cause injury</p> <p>Bullying and/or persistent intimidation</p> <p>Leaving the school site without permission</p> | <p>Referred to Headteacher</p> <p>Use of protective consequences as for High Level Behaviour</p> <p>Meeting in school with parents and Headteacher</p> <p>Pupil reporting to SLT at the end of the day for 1 week (see appendix)</p> <p>Seek support from outside agencies, where necessary</p> <p>Persistent Highest Level Behaviours after other steps have failed:</p> <p>SLT may decide that a pupil may be isolated for a limited period of time from their class by working in another area of the school.</p> <p>Possible Fixed-term internal or external exclusion</p> <p>Possible Permanent exclusion</p> |

When responding to harmful behaviour, adults will seek to cool down, repair, reflect and restore. When responding to difficult behaviours, they will aim to de-escalate the behaviour through one or a combination of the following, as appropriate:

- Positive phrasing e.g. “Stand next to me”; “Put the toy on the table”; “Walk beside me”
- Limiting choice e.g. “Put the pen on the table or in the box”; “When we are inside, Lego or drawing”; Talk to me here or in the playground”
- Disempowering the behaviour e.g. “You can listen from there”; “Come and find me when you come back”; “Come down in your own time”
- Using a De-Escalation Script e.g.
- Use the person’s name;
- acknowledge their right to their feelings – “I can see something is wrong”;
- telling them why you are there – “I am here to help”
- offer help – “Talk to me and I will listen”;
- offer a “get-out” (positive phrasing) – “Come with me and....”

When seeking support from another member of staff, care should be taken that one does not undermine one's own authority or credibility for dealing with behaviour in the future. Thinking about the language you use is important when asking for help e.g. Thank you for coming, Mrs Can you take to the for me while I teach the rest of the lesson.

8.1 Behaviour Modification Strategies

The Behaviour Policy is the plan for the majority of pupils. However, in addition, some pupils may require Anxiety Mapping to ascertain where their anti-social behaviours are triggered and to then plan for a reduction in triggers. Individual Risk Management Plans (RMP) are available for pupils who need a further personalised approach. These are constructed with the class teacher, teaching assistants, InCo, SLT, parents and pupil, if deemed appropriate. Some pupils may require additional more specialised intervention from an external agency that can provide advice and guidance to parents and the school.

8.2 Bullying

Bullying is the deliberate use of aggressive or unkind actions to hurt another person, usually over a sustained period of time. Bullying results in pain, fear and/or distress to the victim. Generally, it is difficult for the victim to defend him/herself. Bullying can be:

- Physical – hitting, kicking, or use of any violence
- Verbal – name calling, insulting, racist remarks, teasing
- Indirect/emotional – tormenting, being unfriendly, excluding

8.2.1 Why is it important to respond to bullying?

There are a number of reasons for challenging bullying behaviour in our school.

- The safety and happiness of pupils. Children who are bullied lose confidence, suffer injury, feel miserable – become unhappy about being in school
- Educational achievement: Unhappiness and lost confidence can affect concentration and learning
- Bullying goes against all that Duxford C of E Primary School stands for in its vision and values.

8.2.2 Procedures to combat bullying in our school:

Direct action by the class teacher should be the first course of action. This should be dealt with within the context of the incident. This will remind all the class and those other children involved that bullying behaviour is unacceptable in our school and will not be tolerated. Class teachers can often build upon their relationship with individual pupils to encourage honest and direct discussions. The teacher can also aim to help the children involved to find their own solution to their personal disagreement and also discuss with them how their actions solve the problem.

Sanctions should be used where bullying behaviour is clearly proven. These will be related to the sanctions described above in this policy.

| Bullying Behaviours | Consequences and support |
|---|--|
| <ul style="list-style-type: none"> Physical – hitting, kicking, or use of any violence Verbal – name calling, insulting, racist remarks, teasing Indirect/emotional – tormenting, being unfriendly, excluding <p>For bullying which is repeated, results in damage to property or injury of a person a more serious response should be considered.</p> | <p>Referred to Leadership Team (Key Stage lead, Deputy Head) in the first instance, where possible)</p> <p>Reflect, Repair, Restore (see appendix 3) – to be completed at an appropriate time, perhaps break time or lunchtime</p> <p>Moved to a position in the classroom where they cannot access the pupil others</p> <p>Moved to a position in the classroom where there is closer adult support Additional input through PSHE on social skills</p> <p>Regular/weekly verbal feedback with parents/carers Writing a letter of apology</p> <p>Possible Fixed-term internal or external exclusion Possible Permanent exclusion</p> |

As a school, we understand that we are all involved in the prevention and solving of bullying if it were to occur: our families, staff and governors. Bullying awareness can be highlighted in a variety of ways through our PSHE curriculum.

9. Recording, Reporting and Communication (appendix 3)

Details of all behaviour incidents should be recorded on behaviour logs and kept along with the pupil's reflections. These are kept by the key stage leads who analyse the behaviours half termly and are monitored at leadership meetings.

If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA

If physical intervention of any kind is required then the physical intervention record should be completed as soon as possible

10. Communication with Parents/Carers

The school endeavours to make and maintain good relationships with parents and carers, and sees them as essential partners in the task of education and managing behaviour, and attempts to positively involve them in all aspects of their child's learning and behaviour.

Class teachers play a key role in developing and supporting these positive links and enabling relationships. The school recognises the key role of parents and carers and that they may need help and support in the management of the pupil at home. Parents will be therefore be informed and involved at an early stage where there are behaviour concerns. Strategies used effectively at home and at school will be shared so that the pupil experiences a consistent approach and, where appropriate, external agencies will be involved in this support. Behaviour targets are also discussed and evaluated with the parents and carers. Accurate records of incidents and how the school has responded to them, including conversations with parents will be kept.

11. Exclusion

Exclusion is used rarely and only as an absolute last resort, where it is in the best interests of the pupil and/or necessary for the safety, security and orderly conduct of other pupils at school. The Cambridgeshire County Council Exclusion Guidance for schools and the Exclusion Hotline is used when considering any exclusion with the check list for Headteachers being completed in all circumstances.

<https://www.cambslearntogether.co.uk/asset-library/Exclusions-guidance-March-2021.pdf>

The Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. Any violence towards staff will not be tolerated and the pupil will be excluded for a fixed period. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently for repeated occurrences although this is the absolutely last resort for the school. External agencies will be consulted if a pupil's behaviour has escalated to that level. Serious incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

12. Monitoring and review

The headteacher and the leadership team monitor the effectiveness of the behaviour policy on a regular basis.

Behaviour incidents are recorded and monitored to ensure that the children receive appropriate support. Records may be used to support referrals to external agencies where this is deemed necessary. The children will use reflective time to record incidents and think about their actions.

In addition, the Headteacher logs incidents of prejudicial behaviours such as racist, sexist and homophobic behaviours.

It is the responsibility of the Governing Body to monitor the rate of fixed term and permanent exclusions and to ensure that the behaviour policy is administered fairly.

12.1 Governor's Responsibility

The governing body reviews this policy every 2 years. The policy may be reviewed before this should new recommendations from the government or Local Authority be issued.

The governing body is responsible for reviewing and approving the written statement of behaviour principles. The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 10). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

13. In Conclusion

We seek to provide a safe and happy environment in which pupils can learn. By following this policy, we expect to promote in pupils an understanding of the effect their behaviour has on other people and the importance of codes of conduct in our society.

Appendix 1: Positive Handling Policy

Staff have agreed to follow the principles of Cambridgeshire Steps regarding handling pupils in school. These are as follows:

Guiding and Escorting

Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the pupil or put anyone else at risk.

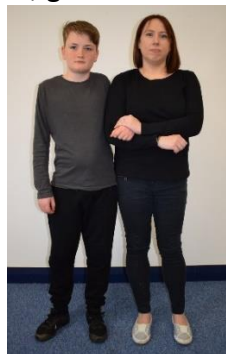
The most risk free way is to form a 'mitten' shape with the fingers and thumb and place just above the pupil's elbow. The elbow should NOT be held, so that the pupil is free to move away; any force exerted can only be by the pupil pushing back.

Closed Mitten

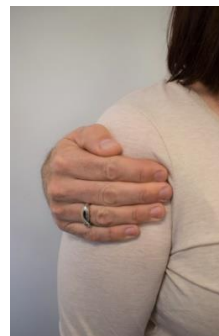
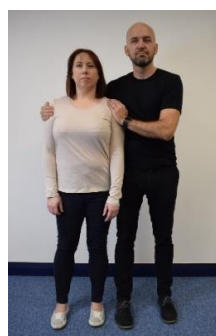


This can be extended to a more assertive 'escorting' position by standing side by side with the pupil and placing the 'mittens' on both of the pupil's elbows. The adult's shoulder should be behind the pupil to guide them. This position will lessen the risk of the pupil turning and lashing out. Both guides and escorts should be performed only if absolutely necessary and should be recorded on the appropriate form, along with an explanation of the reasons for it and what other strategies had been tried first.

Offering an arm (to support, guide or escort)



Supportive hug (to support, guide or escort)



Supportive arm (to support, guide or escort)



Calm Stance

When a pupil is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go.

Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

Restrictive Physical Intervention (RPI)

Very occasionally, incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. Staff are trained in these interventions using 'Step Up' training on a need only basis. If a pupil presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Cambridgeshire Steps Team. For staff who have not received this training, there may be occasions where they need to use restraint, e.g. to stop a pupil running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given. Pupils that require RPI will have individual risk assessments and behaviour plans.

Appendix 2: Touch Protocol

At our school, we have a touch protocol. This means that as a member of staff you are able to physically guide, touch or prompt pupils in appropriate ways or if needed. It is extremely important that you have read and understood this protocol to appreciate the reasons why we may choose to hold/touch pupils and the appropriate ways in which we must do so.

Why Do We Use Touch?

We may need to physically touch, guide or prompt pupils if they require personal care, assistance with writing, eating, dressing, etc. At other times, it may be appropriate to hug a child to offer comfort or praise.

How Do We Use Touch?

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the pupil's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the pupil to turn themselves in to the member of staff. This can be done either standing or sitting.



Supportive Hug



Supportive Arm



Offering an arm

Hand Holding

We recognise that pupils sometimes enjoy being able to hold hands with adults around them especially in the younger pupils. This is perfectly acceptable when the hand holding is compliant. However, if the hand holding is being used by an adult as a method of control to move pupils, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupil's for a little extra security, if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap Sitting

At our school, we actively discourage pupils from sitting on an adult's lap. Pupils should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a pupil attempts to sit on your lap, explain to them that this is not what we do here and ask them to sit next to you, if it is appropriate.

At times, pupils may be in such crisis or distress that they hold you in a way that is not described above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the pupil is doing this to staff to see whether this is a 'controlling behaviour' or whether the child is displaying distressed behaviour regularly.

Please note, that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this. Touching must be kept to a minimum.

Appendix 3 Restorative Actions

Reflect, Repair, Restore

In most situations of medium level behaviour or above, it will probably be appropriate to support the child in the Reflect, Repair, Restore process. This can be on a piece of paper or done verbally with the child if that is deemed most appropriate.

They need to reflect on their own behaviour, what caused them to act this way and contemplate why they chose this course of action:

What happened? Who was involved?

How were others impacted by it?

What may have contributed to my actions?

How can they repair the damage that has been done following this particular action?

Physical damage to repair?

Damage to a relationship with a friend/peer? (Including where injury has been caused – they cannot fix the injury but they can try to fix the relationship)

Damage to a relationship with a member of staff?

How can they ensure that it would not happen again? What changes need to occur to make sure it does not?

Go back to the first section, what contributed to their actions?

Is the same situation likely to arise again?

How can we ensure that the same reaction does not occur again?


Do we need to change anything in the classroom to make sure it does not?

This process should NOT be done when the child is still in a heightened emotional state.

Ensure they have calmed down enough to engage with the process.

Children can do this process at a break time or lunch time where it is felt that they need to stay in to complete some work that should have been completed during the lesson. Teacher judgement should be used in all cases. If a child is missing part of their break or lunchtime as part of an educational consequence, they MUST still get a break (whether it is a shortened break at the same time as their friends or an alternative break time where protective factors also need to be taken into account.)

Behaviour Reporting paperwork



Aim High....Fly High

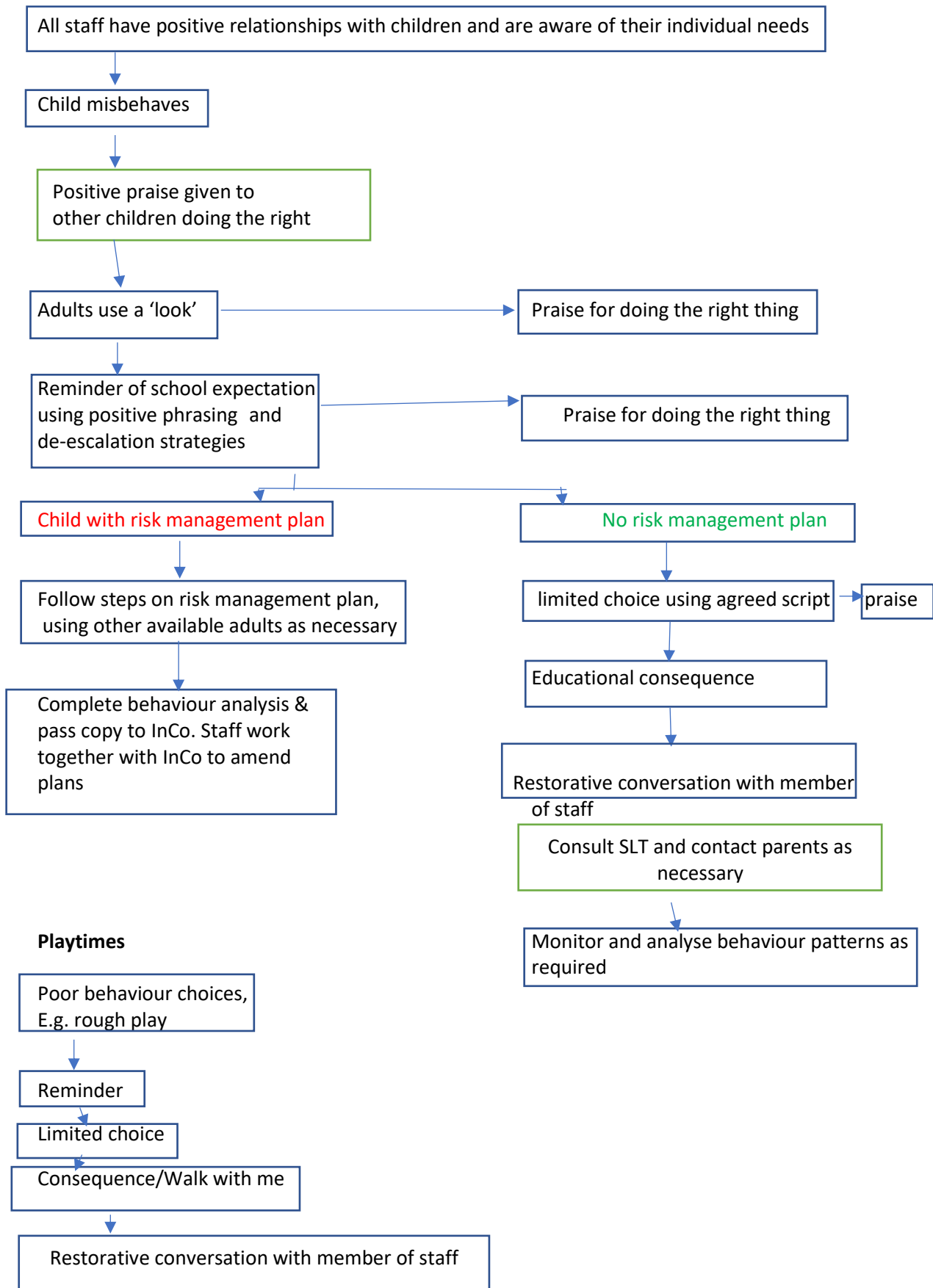
| Log of Concern about a child's behaviour. | |
|---|-------------|
| Child's Name: | Year Group: |
| Name and role of person completing the log: | |
| Date and time of the incident: | |
| Description of the incident: | |
| Antecedent: | |
| Behaviour: | |
| Consequence: | |
| Signature of person completing log: | |



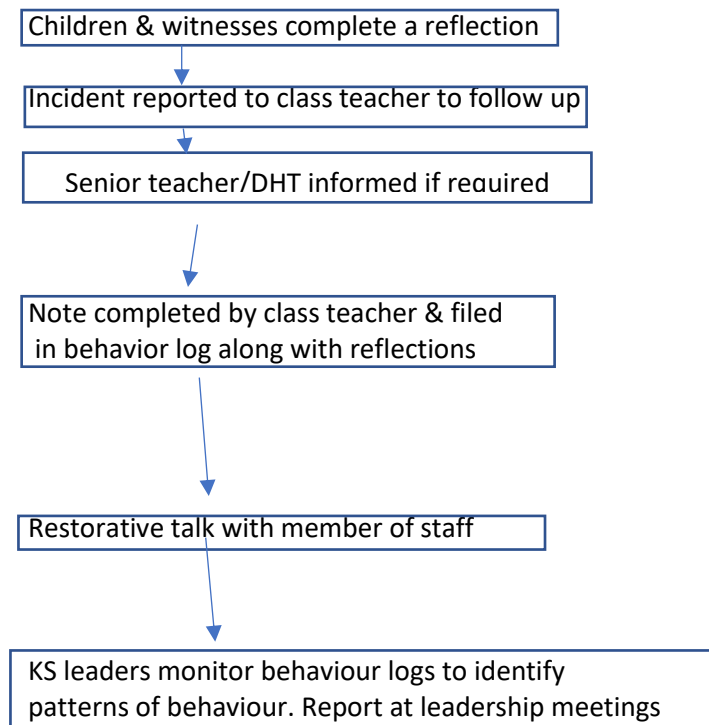
Aim High....Fly High

| |
|-----------------------------------|
| Received by: |
| Initial action taken by receiver: |
| Consequence for pupil: |
| Follow up action by receiver: |
| Has the parent been informed? |
| Details of any further action: |

Restoration flow charts



Specific events causing injury



Appendix 4 - Sending children out of class

This is a **protective consequence** for persistent disruptive behaviours and should follow the procedures below:

The pupil gets the opportunity to reflect on the behaviour that has led to this consequence;

The other learners get a break from the disruption to their learning and the opportunity of more 'teacher time';

The teacher can focus on the learning of the other pupils;

The pupil must be accompanied to another area in the school and remain in the presence of a member of staff (this can be a member of staff working in the area with other pupils);

This step should take place BEFORE senior leaders or parents need to get involved. The pupil should still feel that they have the opportunity to redeem themselves. At the end of the day, the class teacher should ensure parents are informed;

Pupils can take work with them to complete, if it is appropriate. If the teacher feels that they need the time to regain their focus and just think, then this is also appropriate.

NB: This consequence should NOT be used if a child needs to leave the classroom due to behaviour that is challenging or heightened. In this situation, they should be accompanied out of the classroom by a TA and supported by that TA, preferably where they are not disrupting the learning in other classrooms, if possible.

Appendix 5 - Reporting to SLT

Pupils who are experiencing the highest level behaviours may need closer supervision from SLT from time to time. This may include the following:

Every day for at least one week, they need to report to a member of SLT just before the end of the day;

They must be accompanied by a member of staff from their class who can discuss behaviour from that day (positives, areas to consider further on the following day);

They can bring any work they are particularly proud of;

At the end of the week, it can be decided whether they need to continue reporting to SLT for longer.

Appendix 6 - Early Prognosis Paperwork

Steps – Early Prognosis (Blank)

Date:
Staff member:

| | | | | | | | | | | | | | | | | | |
|---|--|--|---|--|---------|---------------------|--|---------|-----------|--|---------|---------------|--|---------|---|--|--|
| Context (home and school) <ul style="list-style-type: none"> Complete if required | | | Diagnosis <ul style="list-style-type: none"> Complete if required | | | | | | | | | | | | | | |
| Function <table border="1"> <tr> <td>Sensory</td> <td></td> <td>Action:</td> </tr> <tr> <td>Escape or avoidance</td> <td></td> <td>Action:</td> </tr> <tr> <td>Attention</td> <td></td> <td>Action:</td> </tr> <tr> <td>Tangible gain</td> <td></td> <td>Action:</td> </tr> </table> | | | Sensory | | Action: | Escape or avoidance | | Action: | Attention | | Action: | Tangible gain | | Action: | Cultural expectations <ul style="list-style-type: none"> Complete if required | | |
| | | | Sensory | | Action: | | | | | | | | | | | | |
| | | | Escape or avoidance | | Action: | | | | | | | | | | | | |
| | | | Attention | | Action: | | | | | | | | | | | | |
| | | | Tangible gain | | Action: | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| The behaviour An unemotional, non-judgemental, accurate description, including the severity and frequency. <i>What do you see? What do you hear?</i> | | | | | | | | | | | | | | | | | |
| Hypothesis: Action: | | | | | | | | | | | | | | | | | |

Appendix 7 - Roots and Fruits Paperwork

Roots and Fruits

| | |
|------------------|--|
| Name | |
| Supporting Staff | |
| Date | |
| Review Date | |

| | |
|--|-----------------------------------|
| Anti-social / difficult / dangerous Behaviours | Pro-social behaviours |
| Anti-social / negative feelings | Pro-social / positive feelings |
| Anti-social / negative experiences | Pro-social / positive experiences |

The diagram shows a tree with a central trunk labeled 'DEFAULT'. The canopy is divided into four quadrants by a vertical and a horizontal line. The top-left quadrant is labeled 'Anti-social / difficult / dangerous Behaviours', the top-right 'Pro-social behaviours', the bottom-left 'Anti-social / negative feelings', and the bottom-right 'Pro-social / positive feelings'. The roots are visible at the bottom of the tree.

Appendix 8 - Key STEPS Glossary

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions, and tend to avoid public recognition and attention.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Appendix 9 Home school agreement

As a school

We will do our best to:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and communicate with parents and carers regularly on your child's progress
- Provide a broad and balanced curriculum that caters for all children
- Promote high standards of behaviour so we can maintain a safe environment for all children. Inform parents of behaviour concerns.
- Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem
- Set home learning that supports the delivery of the curriculum
- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through newsletters, telephone, email and the school website
- Respond to communications from parents in a timely manner, following school policies
- Encourage good attendance and address any concerns with parents or carers where necessary
- Support children to be Attentive, Imaginative, Motivated, Spiritual

Parents/carers

I will do my best to:

- Make sure my child attends school regularly and on time. I will notify the school by 9am if my child will be absent
- Make sure my child is dressed in the correct uniform / PE kit
- Support the school's Positive Behaviour and Anti-Bullying Policy and the Safer Use of the Internet including not using social media in such a way to cause grievance to the school or other parents and children
- Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff
- Make sure that my child completes their home learning and raise any issues that my child has with their teachers
- Read and follow the school's policies
- Treat all members of the school community with care and respect
- Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read all communications sent home by the school and respond where necessary
- Support my child to be Attentive, Imaginative, Motivated, Spiritual

Pupils

I will do my best to:

- Arrive at school on time and ready to learn
- Demonstrate being Ready, Respectful, Safe
- Try my best to do my work and ask for help if I need it
- Wear the correct school uniform / PE kit
- Bring all the equipment I need each day
- Be friendly, caring and respectful towards other children and adults
- Listen to instructions from the adults at school and follow the school rules
- Do my home learning and bring it back to school on time
- Look after the school equipment and be respectful of the school environment
- Follow our school AIMS: Attentive, Imaginative, Motivated, Spiritual

Appendix 10 - Governors' Statement of General Principles for a Behaviour Policy

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the behaviour policy although the Headteacher must take account of these principles when formulating this.

The following general principles of behaviour apply:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning, and procedures which:

- ensure that every child has the right to learn but no child has the right to disrupt the learning of others.
- encourage pupils to have respect for themselves, for their peers and for adults;
- encourage pupils to have a respect for the rights of others, including all staff
- encourage pupils to have a respect for the property of others, including the school;
- encourage pupils to be accountable for their own behaviour;
- encourage self-discipline and self-control;
- strongly discourage aggressive behaviour of all kinds;
- place importance on reinforcing positive behaviour more than punishing misbehaviour;
- increase and widen pupil's sense of belonging in the school community;
- ensure fair and honest treatment and place an emphasis on attempts to identify and address causes for misbehaviour rather than just treating symptoms;
- encourage the partnership between school and home through the early involvement of parents of a pupil who is persistently difficult.

The general principles may be summarised as: respect for people, respect for property and respect for the school. The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LA guidance on fixed term/permanent exclusion will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

School statement on the use of powers of searching pupils and the reasonable use of force.

The school will always act in accordance with current advice from the Department for Education on Searching, Screening and Confiscation.

The following principles apply based on latest DfE advice (January 2018):

Searching Pupils:

School staff may search pupils with their permission for any item that is banned by the school rules.

The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting the pupil has weapons, alcohol, illegal drugs and stolen items or any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit an offence, or ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which had been identified in the rules as an item which may be searched for.

Use of reasonable force:

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The school has a policy to cover the use of any physical interventions with children.

The headteacher should be informed of any incident that has led to the use of these powers, which will be recorded.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.