

LONG MEAD COMMUNITY PRIMARY SCHOOL POLICY



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Behaviour For Learning Policy

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Behaviour for Learning

This policy complies with Section 89 of the Education and Inspections Act 2006.

Our overarching ambition at Long Mead Community Primary School and Bright Stars Pre-School is to create an inclusive school where children's behaviour is not managed but is modified so that they become citizens that contribute positively to the communities they live in. The culture of the school, the conduct expected and the community it creates is the responsibility of everyone: the teachers, support staff, the students and families. Everyone is on the same team. Everyone has an obligation to create and nurture a positive and kind environment in which we are safe, all ready to learn, respectful of oneself and of others and responsible for our actions.

We strive to ensure that our children are both safe and happy. More than ever, this needs to continue to run through everything we do.

Our approach to teaching behaviour recognises the importance of supporting children's personal and emotional development and we understand that building relationships, routines and expectations help ensure children are safe - physically and emotionally. This requires a combination of skills, aptitudes, habits, inclinations, values and knowledge. These behaviours are modelled, taught and retaught to ensure that good learning behaviours are achievable for all our learners.

Purpose and Aims:

- To provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability and ethnicity, social, cultural or religious background.
- To create a community where high standards of conduct result in high quality learning through a broad and balanced curriculum which enables each child to acquire a firm foundation of our school values, knowledge, skills, understanding and interest that will be useful and relevant to him/her in future education and later years.
- To create a community where every member feels a sense of belonging and are treated fairly, are shown respect and take responsibility for their actions and words.
- To create a community where every child is championed by adults who endeavour to understand them and who will help them to become positive, responsible, resilient and increasingly independent members of our community.
- To work together in a supportive way, with the main focus not being on rule enforcement, but the promotion of good relationships so that people can work together in a considerate and effective manner.
- To ensure that there are positive relationships in school and strong links between school, parents/carers and outside agencies in order to support the social and academic development of all pupils.
- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic.
- To support the inclusion of those pupils with difficult or dangerous behaviours.
- To reduce and eliminate exclusions.

‘Behaviour management that seeks to punish a child into behaving well will only work for the proportion of students who care about the punishment and have the skills to change their behaviour independently.’

Paul Dix

Principles/Ethos and approach to the teaching of behaviour:

Our principles are set out in our six core values/behaviours:



Respect: Value everyone and everything in how you listen, speak and in what you do

Kindness: Show care and understanding for everyone

Excellence: being the best version of yourself

Resilience: be brave and don't give up: believe you can

Teamwork: working together so everyone feels supported and successful

Responsibility: make good choices because your actions matter

Routines

Perhaps the single most powerful way to bring efficiency, focus and rigour to a classroom is by installing strong procedures and routines. You define a right way to do recurring tasks; you practise doing them with students so they roll like clockwork.

Doug Lemov

Routines form the foundation of prosocial behaviours at Long Mead Community Primary School and Bright Stars Pre-School - a sequence of behaviour to use frequently in order to achieve a goal. Routines are the building blocks of the classroom culture and therefore must be taught by modelling, practice, revision, correction and reviewed not told. Where behaviour needs to be improved, routines are used to form good habits and norms. By providing our children with clear sequences of modelled behaviour, either by ourselves or by watching others, it becomes easier for them to apply these learnt skills.

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Routines are used to:

- Free up thinking space
- Save time
- Maintain expected behaviours
- Provide social norms and expected daily structures
- Form habits
- Keep us safe

Whole school routines and scripts (see Appendix 2)

Scripts are there to help, not hinder. The more you use them, the less you need them. Once you assimilate them into normal conversation, you know that the training wheels are coming off, and you have grown as an educator.

Tom Bennett

Relationships - invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be.

Role modelling - this is essential – for example, we have to show them how to ‘play nicely’ by playing with them.

Consistency - not equality

Prioritising prosocial behaviour - really valued in every child

Planning alternatives to antisocial behaviour

Reward and positive reinforcement - should be given often and freely.

Feedback and recognition - give feedback when something has not been asked for – don’t just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)

Comfort and forgiveness - understand and know that we will do it differently tomorrow.

Ignoring - unsocial and low- level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours.

Positive language - tell children what you would like to see, not what you don't want to see e.g. we walk at Long Mead.

Restorative Practice/Closing the loop - follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.

Behaviour Expectations

Our Core Values/Behaviours underpin our expectations which support and promote socially acceptable behaviour for all learners and adults within the school.

Planning and supporting children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).

This policy is based on the rights, responsibilities and needs of individual and groups of pupils;

- ✓ We all have the right to feel safe
- ✓ We all have the right to work and learn
- ✓ We all have the right to be respected
- ✓ We all are responsible members of our school community

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Roles and responsibilities

Everyone is responsible for:

- Being positive role models.
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the school.
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: “treat others as we would like to be treated”.
- Facilitating learning about relationships and behaviour.

What do we expect from Governors and the Headteacher?

- Monitoring and evaluating the impact of the Policy.

What do we expect from the Headteacher and SLT?

- A positive school ethos by establishing a happy, safe, secure and well maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child’s behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.

- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

What do we expect from staff? (See appendix 1)

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour. • Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be reinforced each half term or whenever appropriate).
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of Religious Education and PSHE to promote prosocial behaviour and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents electronically on Edukey, where a child's behaviour is deemed to have a serious effect on themselves and others.

What do we expect from parents/ carers?

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

What do we expect from pupils?

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking pride in their learning, actions and appearance.
- Valuing each other's opinions.

Recognition

The Staff at Long Mead Community Primary School and Bright Stars Pre-School recognise that positive encouragement and recognition promotes strong behaviour in learners and help to raise self-esteem. Wherever possible it is our intention to promote prosocial behaviour through the public and private recognition of what is expected. Wherever appropriate, children's best efforts will be recognised.

Recognition is the most powerful form of influencing pupils' behaviour when it is specific and linked to the school's expected behaviours and Core Values/Behaviours.

Individual recognition:

- Specific verbal feedback and smiling at pupils e.g. I like the way you are showing kindness by...., I like the way you are being resilient by....

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- Specific verbal feedback to parents about their child e.g. (Name) has been responsible in choosing the appropriate level of challenge in their learning activity in Maths.
- Core Values/Behaviours prominently displayed in all classrooms in the form of the value characters and the learner's name is noted against the Core Value/Behaviour(s) which has been demonstrated. This will be accompanied by a detailed and explicit explanation as to what value they have displayed, how and why.
- Work is celebrated through newsletters via social media and the school website.
Excellent work will also displayed in key areas around the school and in assemblies.
- Recognition boards are used in every classroom to celebrate and promote the school values.
- Fun Friday Assembly is on Friday mornings at 8.55am. All teachers and LSAs are present when recognising our learner's efforts and achievements.

In these assemblies, the following awards will be celebrated:

- Values award for each class – relating to one of the core values demonstrated that week.
- Entries in the 'Proud to be Us' book – this books sit in the school reception area and is recorded in by parents and members of the wider school community to share examples of when children have demonstrated the core values/behaviours
- Headteacher awards – children are nominated by their peers for showing our core values/behaviours consistently through the week.
- Attendance Ted award – this is awarded to the class with the highest attendance that week. All classes with attendance over 95% receive 5 minutes extra play on Friday.
- Star of the Week - this is an award for a child in the class who has gone beyond expectations, either in behaviour for learning, the core values or academic resilience or achievement.
- Times Table Rock Stars – the winners of the weekly battle are announced and celebrated. The children with the highest number of correct answers in that week's battle are awarded certificates.
- PE Certificates – these are class awards to the children that have demonstrated the core values/behaviours in their PE lessons throughout the week.
- Spelling certificates – these are class awards for children who have excelled on Spelling Shed or successfully applied their spellings in class.

Strategies and provision used to support prosocial behaviour

The school has a Well-being Learning Support Assistant, who leads nurture and therapeutic provision from the school's Launchpad. The school also has a Family Liaison Officer, SENCO and SENCO Support Assistant who all work together to support the children's well-being and mental health.

Inclusive classrooms

At Long Mead Community Primary School and Bright Stars Pre-School all classroom environments are inclusive; they are designed to enable all learners to make progress and achieve through utilising a therapeutic approach universally. For example, all classrooms have: visual timetables, sensory support systems, regular timetabled movement breaks, zones of regulation interactive displays, calm corners etc.

Prep for Best

During transitional times of the school day, the children are given an opportunity to Prep for Best. This includes, having a drink, going to the toilet, regulating their temperature, ensuring their equipment is ready and that they are regulated and ready for learning with the long term goal of learners developing a clear understanding of their needs in order to learn at their best.

Launchpad

The Launchpad is a space in school where our learners can acquire additional curricular skills to support successful inclusion in the classroom and wider spaces of the school, including the playground, lunch hall and assembly.

Our learners build skills in the Launchpad: prosocial friendships, emotional regulation, function skills, communication skills, early listening and talking skills.

In addition to this, learners access the Launchpad for check in's and transitional support to enable opportunities to reset, ready again for learning in a whole class setting.

Not all learners will use this space but all learners can, if they need to. They learn and rehearse essential skills which will enable the same access as all and opportunities for successful learning and play in all areas of school life.

We have high expectations for all our learners at Long Mead and this is structured with high support. This raft of support takes place in the Launchpad, in the classrooms and around our

school. We endeavour to promote consistency within our structure and promote prosocial behaviours in all areas of our learning.

Wellbeing support

Identified learners are provided with regular check-ins with our well-being team, these could be daily, twice weekly or weekly. The aim of these is to allow learners to develop strong relationships with a key adults who are available to offer support and guidance. They will work as their advocate and ensure that their voice is heard.

Wellbeing time

The school day begins with 25 minutes of wellbeing activities for all children. This includes the Daily Mile, mindfulness activities, puzzles, colouring and wellbeing conversations with the class adults. During this time all children and adults will engage with the zones of regulation approach.

Zones of Regulation (Emotional/Sensory Regulation)

We use the Zones of Regulation approach on a whole class, targets and individual level. This is a simple coloured scaling system (red/yellow/green/blue) which encourages children to regularly consider their emotional/sensory wellbeing. In this system, the 'Just Right' colour is green (calm, content, ready to learn); the blue colour represents feeling tired/lethargic/low; the yellow colour represents feeling anxious/ fizzy/ stressed/over-stimulated and the red colour represents anger/ meltdown/ shutdown.

Children learn to know what helps them feel better (e.g. move from the yellow zone back to the green or stimulate themselves out of the blue zone into the green). Some children need an adult to notice their emotional/sensory state to help them regulate.

Individualised plans: sensory plans/therapeutic plan

Learners with additional and specific needs will be provided with an individualised plan to ensure that their needs are met through a variety of approach and support mechanisms.

Regular TAC meetings (team around the child) are held to ensure all members of staff working with the child are clear on the approaches and expectations for them. These meetings also allow for provision to be reviewed and plans to be updated.

Where needed, Risk Assessments are written and followed for children as an additional support to ensure all learners are kept safe within our school environment.

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Interventions

Groups and sessions are set up within the school on a needs-basis. Children who require specific support with executive function or social skills may be invited to join such a group. We would not call these groups 'social skills' groups but the children would be clear about their reason for attending and the group goals.

Mindfulness

Staff have been trained by the Mindfulness In Schools Project (MISP) to deliver mindfulness lessons to all children. Teaching mindfulness can offer a wide range of benefits children:

- **Improved Emotional Regulation:** Mindfulness helps children recognize and manage their emotions, reducing anxiety, anger, and impulsivity.
- **Enhanced Focus and Concentration:** Regular practice can improve attention span and reduce distractions, supporting better learning outcomes.
- **Better Social Skills:** Mindfulness encourages empathy, kindness, and patience, which can improve peer relationships and reduce bullying.
- **Stress Reduction:** Children learn techniques to calm themselves, which is especially helpful during exams or transitions.
- **Resilience and Self-Awareness:** It fosters a sense of self-worth and helps children cope with challenges more effectively.

Alternative internal provision

Pixie Class is a nurturing, structured environment within the school, tailored to meet the needs of KS1 pupils with Special Educational Needs and Disabilities (SEND) who require additional support with social, emotional, and behavioural development. It is designed to promote prosocial behaviour, emotional regulation, and engagement in learning through personalised approaches.

External Support and advice

The school will seek external support and advice when necessary to ensure that it is undertaking everything possible to meet the needs of all learners. Furthermore, work with outside agencies will be sought to increase the level of support available to our learners and families.

Sanctions

Long Mead Community Primary School and Bright Stars Pre-School employ a range of sanctions in order to support learners in demonstrating expected behaviours. These sanctions include educational consequences such as an intervention that supports executive functions skills, restorative consequences such as closing the loop and reflection time and protective consequences such as time in a new environment within the school or consequences closely linked to the behaviour shown, for example tidying up a mess, doing something nice for a child that they have hurt, etc.

The majority of our learners are able to work within this framework however some of our learners who have additional and specific needs require individualised plans to ensure their needs are met. These plans will detail the learners' individual non-negotiables and the assigned sanction, used to support when addressing the behaviour.

Group sanctions will not be used, unless the adult can be sure all members of the group have not followed our behaviour expectations.

Pre-emptive phase

This is an ongoing assessment on each individual child in the class and where they are with their learning behaviours and regulation. When quality first teaching is happening in a classroom, it will ensure many needs are met and behaviour adjusted in the moment.

Quality First Teaching (QFT) means high quality inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment to review each child's progress and maintain the highest possible expectations for all pupils in the class.

- Initially staff will use a pre-emptive phase to tackle low-level/minor classroom misbehaviour; e.g. not concentrating, loudness, distracted, distracting, low level attention seeking. (See Appendix 1) At this stage, positive reinforcement is used for pupils who are following our Core Values/ Behaviours.
- Next, if necessary, minimal acknowledgement of behaviour: eye contact, frown, proximity, reminder of Core Values/ Behaviours etc.

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Sanctions:

Sanctions are given clearly and consistently across the school and provide a clear framework for all. The sanctions have been set up to support learners in maintaining our expected core values/behaviours.

- The use of the Sanction ladders (See Appendix 3). This is a staged set of sanctions that will be followed in the event that a pupil is struggling to maintain the expected level of behaviour, including responding to the pre-emptive phase.
 - Each pupil starts afresh at the beginning of each session – first session, after break and after lunch. A total of 3 sessions.
 - A pupil may jump steps on the Sanction Ladder for a more serious breach of the Core Values/ Behaviours.
 - If a 'Big Behaviour' that is not dangerous has taken place, such as walking out of class, two options will be given to resolve the issue. If the child decides not to follow one of these then an internal exclusion for a period of time may be issued.
 - If a dangerous 'Big Behaviour' has taken place, such as child on child abuse, an internal exclusion will be issued.
 - If an incident happens at the end of the day, it will be addressed the next morning.

The aforementioned rewards, behaviour expectations and sanctions will be enough for the majority of children. However, should it be necessary, the following sanctions will be applied.

● Internal Exclusions

If a pupil fails to engage in learning in their Reflection Class or has committed a serious offence in school or a number of smaller 'Big Behaviours', the senior leadership team may choose to impose an internal exclusion. This would be age and stage appropriate for an agreed time away from their class and playtimes and, where possible, with minimal adult interaction. The pupil would carry out their learning during this time and be given a break time at a different time to the other pupils. The parents/carers would be informed by phone call or a letter home. The incident would be logged on Edukey and monitored to assess provision and support in place for the child.

- External Suspensions

An external suspension will be given under the following circumstances (refer to the most up- to-date Department for Education Exclusion guidance 2012 – updated 25th May 2023) A Fixed-Term Suspension involves a child being excluded from school for a short period of time, up to a maximum of 5 days. During a fixed-term suspension, a child should be supervised at home and should not be out in the community. Where allowing, and if the learner is appropriately regulated and able to do so, the educational consequence (closing the loop) will take place on a day before the learner returns to school from the fixed-term exclusion. We ask the parents/carers to accompany the child for a meeting to close the loop with the most appropriate member of staff. In this meeting we will set targets for the child and decide ways in which we can help the child to meet these targets.

- Permanent Exclusion

If, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts him/herself, others or property in danger – or – performs a uniquely dangerous act – the school can decide to permanently exclude a child. If parents / carers do not agree with the school's decision to exclude their child (fixed-term or permanently) then they have a right to appeal. The letter informing parents / carers of the exclusion also informs them of how they can appeal against the decision.

Only the Headteacher can make the final decision to exclude a pupil. This will be after looking at the facts and checking that the Behaviour for Learning Policy has been correctly adhered to. The Headteacher should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. When establishing the facts in relation to an exclusion decision, the Headteacher must apply the civil standard of proof. The Headteacher should accept that something happened if it is more likely to have happened than not.

They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is

also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, either they or a senior leader informs the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The school may write to parents informing them that their child has been excluded but this will always have been done in agreement with the Headteacher.

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA. They decide whether the decision is upheld or if the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Standard of proof

When reaching a decision after an investigation has concluded, the school does not need to prove an event has happened. The law states that schools work 'On The balance of Probability'. This means that if the school believes, given the evidence available, that 'On The balance of Probability' an event has occurred, it can enforce an appropriate sanction in accordance with this policy, even if the school does not have concrete proof.

How we monitor behaviour

Incidents are recorded on our electronic system, Edukey. This system monitors and records behavioral issues, bullying, special educational needs, domestic situations etc.

Class teachers and LSAs are responsible for keeping Edukey up-to-date and recording which pupils have received specific support, reflection time in another class/internal exclusion. This is monitored weekly by SLT to ensure that support is in place for those children that need extra.

Child on Child Abuse

At this school we take a zero-tolerance approach to child on child abuse.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of “banter” or “growing up”.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that Child on Child abuse can manifest itself in many ways such as: • Child Sexual Exploitation • Sexting or youth produced digital imagery • Upskirting • Bullying • Radicalisation • Abuse in intimate relationships • Children who display sexually harmful behaviour • Gang association and serious violence (County Lines) • Technology can be used for bullying and other abusive behaviour.

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti- bullying policy, child protection policy and online safety policy.

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. We recognise the importance of

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distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB). We are adopting the NSPCC definition of HSB as: - "Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult."

Further information on Child on Child abuse and the protocols surrounding it can be found in more depth in our safeguarding policy.

Use of mobile phones

Mobile phones are not encouraged on the school site as they can be very distracting to teaching and learning. However, if a student brings a mobile phone into school, for reassurance on their journey to and from the school, then it **MUST**:

- Be switched off and remain in the school office.
- No images can be taken of other students or members of staff.
- Personal devices brought in from home cannot be charged at school.

Failure to meet these expectations will result in the device being removed from the student's possession, stored in a safe place to be collected at the end of the school day. Parents can contact the office if they need an urgent message to be passed to their child during the school day. Mobile phones may be used for medical need only and monitored by the student's class teacher.

The school takes no responsibility for the student's personal possessions, such as mobile phones or tablet computers. If such an object is lost, the school will conduct a brief investigation in an attempt to find the lost item. However, excessive time will not be spent on retrieving the goods as it is the student's responsibility to look after their own belongings and put them in the lockers provided.

Pupil's conduct outside the school gates

There may be an occasion where a sanction would need to be given to a pupil in response to an incident which has occurred outside the school gates. This would be a proportionate and fair response to the incident. Some examples of when a sanction would be appropriate are:

Misconduct when a pupil is:

- travelling to or from school

- wearing school uniform
- in some other way identifiable as a pupil at the school
- on a school trip or visit, even if outside of the 'normal' school hours

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

- could have repercussions for the orderly running of the school
- poses a threat or distress to another pupil (e.g. cyber bullying through messaging) or member of the public
- could adversely affect the reputation of the school.

Use of reasonable force

Positive handling should be limited to emergency situations and used only in the last resort. 'Use of reasonable force advice for headteachers, staff and governing bodies,' July 2013 allow teachers, and other members of staff at a school who are authorised by the Headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities.

Equal opportunities, Inclusion and Access

All pupils will be treated fairly and equally regardless of their race, colour, national or ethnic origin, gender, disability, religion or belief (including non-belief), and sexual orientation. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated, and adult support used to ensure that children assess the curriculum and make the best possible progress. For more information see SEND Policy.

Other policies will be referred to as necessary:

SEND policy, Equal Opportunities, Child Protection, Positive Handling, Exclusion Guidance, DfE.

APPENDIX 1 - Pre-emptive stage for managing behaviour

It is important that all adults recognise that they play a key role in teaching and reinforcing appropriate social and learning behaviours which support children to meet the behaviour expectations in school and so follow the Core Values / Behaviours. Children need to feel that the adult has dealt with them fairly and given appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection (delivered factually not emotionally) will help to ensure that children are encouraged to meet the behaviour expectations. The following strategies should be evident and embedded in everyday practice around school:

- Teach/use clear classroom routines: seating plans, lining up, coming into class. These need to be regularly practised and rehearsed so that they are habitual.
- Build the relationship: listen without giving advice/opinions, show you understand how a child feels “I can see you are cross....”, reject the behaviour, not the child.
- Build children’s self-confidence: find out what they are good at, give them responsibilities, have them keep records of new things they learn and can do, photocopy good pieces of work for them to take home.
- Remind pupils of behaviour expectations rather than telling them off: “Remember, we use kind words in our school”. Model expectations at all times.
- Expectations reminder: could ask a question ‘What is our expectation for.....?’
- Display behaviour expectations visually and use as a non-verbal prompt
- Acknowledge when children are demonstrating expected and prosocial behaviours and use specific recognition such as: “I like the way you put your hand up to answer the question”.
- Use specific proximity recognition: Acknowledge a pupil for following expectations to direct another pupil, without drawing attention to negative behaviour.
- Behavioural direction and “take up time”: Use child’s name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief: “Jake, turn round, thanks”
- Use “First.....then.....”: Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Reduce your use of language and speak slowly and calmly: consider tone/pitch/pace of voice, remain relaxed but vigilant, use confident body language.
- Chunk tasks (verbally and visually): “Write the date and the first sentence - I’ll come back to check in with you in 5 minutes”.
- Build in regular brain/learning/movement breaks.
- Provide prompt cards: with ideas for “five things you could do if you are stuck”, “five things you could do if you need to calm down”.
- Identify agreed calm-down areas/safe space: if a child becomes wound up/anxious, encourage and allow him/her to remove self to agreed place.

Be honest and reflective about your own behaviour and practice; support and feedback sensitively to each other on a regular basis. Build this into the way you work.

APPENDIX 2 – Scripts

In corridors reminders: We walk on the left. We walk in our school. We are peaceful in school. In corridors recognition: Thank you for walking on the left. Thank you for walking in our school. Thank you for being peaceful.	Prep for best: This is prep for best. You have X minutes to: go to the toilet, have a drink, sharpen your pencil. This is prep for best: You have X minutes.	In class: We're all in this classroom, we all follow the rules. We are ready for learning. In class recognition: I notice that your table is clear. I notice that you're looking at me . I notice... It's time to learn...
Cloakroom: Coat in locker, back to class. Bag away, back to class.	Assembly: It's time for assembly. Sitting down, being still. Looking, listening.	Lining up: Now we are lining up, next we will get ready for learning. I notice that X is peaceful. I notice that...

Proactive – for children presenting difficult and dangerous behaviours

Situation	Action These actions may need to come first, to pre-empt the behaviour	Script Rule, reminder, recognise
A child struggles to remain in their chair during lesson time (unsocial)	- Does the child/class need a movement break? - Does the child need a timer to help them manage chunks of time? - Whole class reminders and praise for those following instructions 'Jobs' – "when you are ready, I have a job for you." - Praise for those sat in their seat. - When child engages appropriately, use positive praise. - Visuals for non-verbal communication.	"We sit in our chairs during lesson time. When we are sat down, we can begin." "Well done, X, Y and Z. You are sat in your chair."
A child hides under their table (unsocial)	- Does the child/class need a movement break? - Ignore unsocial behaviour - Move the other children away if needed - Whole class reminders and praise for following instructions - When a child engages appropriately, use positive praise 'Jobs' – "when you are ready, I have a job for you." - Praise for those who are behaving appropriately (be explicit)	"We sit in our chairs during lesson time. When we are sat down, we can begin." "Well done, X, Y and Z. You are sat in your chair."
A child hides under their table, upset (unsocial)	- Is the child safe? - Move the other children away if needed - Check in and retreat - Give child time and space to calm - Offer child time in the calming corner, Launchpad or sensory room	"NAME, I can see that you are sad/upset/angry. When you are ready to talk, I am here"
A child picks up resources at inappropriate times (unsocial)	- Does the child need a fiddle toy? - Does the child/class need a movement break? - Does the child need a timer to help them manage chunks of time? - Ignore unsocial behaviour - Visuals for non-verbal communication	"We keep our hands to ourselves. We can touch our pencils/fiddle toy." "Well done, X, Y and Z. You are keeping your hands to yourselves."
A child struggles to follow whole class timetable/adults agenda	- Choice of sheets/pen - Work with a partner or individually - Now and next/then board - Choice of learning space	"NAME, it is time for SUBJECT. Would you like X or Y sheet?" "NAME, now it is X, next it is Y."
Key support ideas: Proactive to prevent – what might the behaviour be trying to tell us? Make expectations clear and explicit – good sitting, what does this look like?		

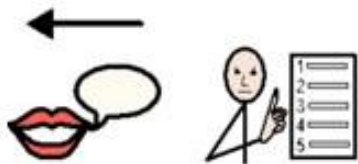
De-escalation – for children presenting difficult and dangerous behaviours

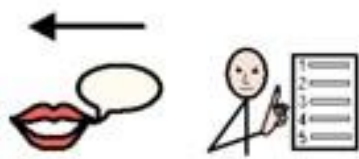
Situation	Action	Intervention script by lead adult – cue in, stock phrase, take up time, repeat. Down to child's level and calm, quiet language
A child has left the classroom safely.	One adult to follow and ask if the child needs a reset. Take the child to the Launchpad for a 5 minute reset or give the child 5 minutes outside of the classroom. If child returns to class, reinforce with positive language and support until back integrated into the lesson.	"NAME, you are showing me you need some help. I am here to help you. We can stay here or go to the Launchpad." "NAME, I will help you get started with your learning."
A child has left the classroom in a high adrenaline state. What does this look like? Wandering or running outside of the classroom, taking objects from corridors and 'flocking'.	One adult to follow from a distance or have the child in view if they are on the playground. Do not chase or give lots of attention. Attempt to keep out of the classroom until regulated, consult child's individual risk assessment for further action.	"NAME, you are showing me you need some help. I am here to help you." "NAME, these are your two choices, X or Y." Repeat, giving thinking time. Repeat for a third time adding in that we will call mum/home
A child has left the classroom feeling angry, frustrated. What does this look like? Wandering or running outside of the classroom, crying, shouting, tipping chairs, throwing objects or pressing the door release buttons.	One adult to follow from a distance or have the child in view if they are on the playground. Do not chase or give lots of attention. If a child becomes dangerous, radio for support and swap with another adult who may have a better relationship.	"NAME, I can see that you are angry/upset/frustrated. When you are ready, I'm here." (When they're ready) "Talk and I will listen."
A child is causing damage in the classroom in an agitated state.	Key adult to remove the rest of the class to an alternative area. Intervene if a child is near electrical equipment or a risk to themselves or others. Keep the child in the room until they can walk out calmly with you.	"NAME, you are not safe in class. These are your two choices: to go X or to go Y." No further conversation is needed.
A child enters another classroom/space inappropriately.	Key adult to follow the child. Reminder about safe space or Launchpad.	Teacher: "This is not your classroom." Key adult: "Safe space/Launchpad or outside?"
A child is attempting to hurt another child.	Remove the child who is being targeted to another class room or alternative safe space. If removal of a child deescalates the situation go to repair/restore phase. If the child continues to be agitated and aggressive consider taking them off to complete a task or brain break before discussing their frustration towards another child.	"I am here to help you." See restore scripts.
A child attempts to or is successful at leaving the school site.	Use the weekly code word over the radio to alert other staff that a child is about to or has left the school site. A maximum of 3 members of staff should be involved with the child. If the child is still in the school grounds, one member of staff stands on the school drive, one is with the child and one	"NAME, I can see that you are angry/upset/frustrated. When you are ready, I will help you down and I will listen." "NAME, I can see that you are angry/upset/frustrated. You are not safe outside school grounds. These are your choices: to go X or to go Y."

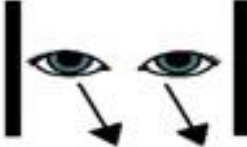
Long Mead Community Primary School: Behaviour For Learning Policy

	watches from a distance in case change of face is needed. If the child has left the school grounds, two members of staff (preferably one SLT and one wellbeing) follow the child and attempt to get in front of them before the end of the school drive. After that they try to keep eyes on. The other member of staff returns to school and co-ordinates the police if the child leaves the school drive.	
<u>Key support ideas:</u> Avoid multiple adults being around one child. Whilst a child is in a dysregulated state, do not discuss behaviour incidents in front of them – it can be a trigger to increase anxiety. Check with the adult who is working with the child if they require support or need to swap. “Help is available” script. Don’t over talk or offer too many choices/alternative. Keep to the script. Allow time to process.		

APPENDIX 3: Sanction Ladders

Long Mead Community Primary School Sanctions Ladder 	
Chosen to have an internal exclusion 	
 Reflection time in another classroom to complete the reflection sheet independently (where possible) and any work given.	
Time out in class 	
Prep for best - Regulation What do I need to refocus in class? Good for you, Good for everyone Class charter Values hand 	
Verbal Warning 	
Look Warning 	

Long Mead Community Primary School Sanctions Ladder <u>Forest School</u> 	
Chosen to have an internal exclusion	
<u>Reflection time</u> Removed from Forest School - back with class teacher or SLT for reflection sheet (where possible).	
<u>Time out in Forest School</u> Sit out for 5 mins to reflect	
<u>Prep for best - Regulation</u> What do I need to refocus in Forest School? Good for you, Good for everyone Forest School charter School Values	
Verbal Warning	
Look Warning	

Long Mead Community Primary School Sanctions Ladder <u>PE Lessons</u> 	
Chosen to have an internal exclusion	
<u>Reflection time</u> Removed from PE - back with class teacher or SLT for reflection sheet (where possible).	
<u>Time out in PE</u> Sit out for 5 mins to reflect	
<u>Prep for best - Regulation</u> What do I need to refocus in PE? Good for you, Good for everyone PE charter School Values	
Verbal Warning	
Look Warning	

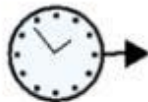
Long Mead Community Primary School Sanctions Ladder <u>Playtimes</u>       	
Chosen to have an internal exclusion	
<u>Reflection time</u> I am speaking to you again, this is a warning for an internal exclusion. It is now time for reflection, I will take you to the adult in school.	
<u>Time out to close the loop</u> I have had to speak to you again, it is now time to close the loop. You can stand and talk to me here or sit on a bench. I am going to give you some time to be ready to talk to me (Close the Loop) Identify the behaviour, identify which zones for involved, and come up with solutions together. Finish conversation with: If I speak to you again then you will move up the ladder. Can I help you to find something different to do? I can give you a job, this may help you to reset before you are ready to play safely.	
<u>Verbal Warning</u> This is a warning, if I have to talk to you again then it will be time out to close the loop. Show me what you are going to play? I wonder, do you need to play with a different group or friend? I can help you. Let's look at the playground charter.	
Choosing games or activities that are good for me, good for you and good for everyone You can play with the equipment here, you can play with your friends. You can play a game with me. I wonder what you are going to do.	

These are the supports given at stage 3 of the sanctions ladder to help children choose a way to get back on track for learning.

Prep for best - Regulation



What



will



help



me



focus?



What



is not



working



for



me?

Prep for best - Regulation



Drink



Toilet



Hot



cold



Loud



uncomfortable



Upset



Frustrated



tired



confused



unwell



angry

APPENDIX 4 Reflection Time – Play times and lunch times

How a dispute is dealt with

If a dispute happens, we will deal with this with:

- **Care:** it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours as hearing 'pupil voice' is fundamental.
- **Consistency:** all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by school policy.
- **Focus on repairing harm, rather than punishment.**
- Using restorative questioning/debrief:
 - o What happened?
 - o What were you feeling/thinking at the time?
 - o What do you think/feel about it now?
 - o Who has been affected by what has happened?
 - o In what way?
 - o What impact has this incident had on you and others?
 - o Which Core Behaviour/Value has not been followed?
 - o What has been the hardest thing for you?
 - o What do you think needs to happen to make things right?

These questions are always neutral and non-judgmental; they are about a perpetrator's behaviour and its effect on others. It should also be noted that for some children, these questions will need to be asked when they are calmer and therefore not necessarily at the time of the dispute. It should be noted that 'Why' questions should not be used. It is the responsibility of the adult initially dealing with the incident to organise who will be carrying out the restorative questioning/debrief.

In situations where a pupil refuses to admit not following our Core Behaviours/Values, an investigation will take place to ascertain witnesses' accounts. A decision of a sanction will be made on a balance of probabilities. It does not need to be as in a court of law. When deciding on a sanction, the adult should apply the 'balance of probabilities' standard of proof; i.e. whether it is more likely than not that the pupil did what he / she is accused of doing (this is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied).' Department of Education.

Reflection Time	
Adult to complete sections 1-3	Child to complete section 4 This will support the child when they return to discuss it with the adult who issued the RT
What happened? What was not working for you? Remember to allow plenty of time for a response. If the response is 'dunno' or similar, give them more time and an expectation that they can think of something and that you need a response	Is there anything else about that? Listen to understand
What kind of.....? Which school values does it link to? How?	How can we solve this? What is your part in this solution?

Resilience Resilience	Reflection Time
    How did you feel? Circle, draw or write.	     Which school values would help?
 Angry  Frustrated  upset  Sad  lonely	Respect Resilience Excellence Kindness Teamwork Responsibility
   What happened? Draw or write.	      How can we solve the problem?

Respect, Kindness, Excellence, Resilience, Teamwork, Responsibility

APPENDIX 5 - Behaviour terminology

Prosocial

Relating to behaviour which is positive, helpful, and intended to promote social acceptance.

Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people.

Behaviour which benefits other people or society.

Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Unsocial Behaviour (referred to as 'difficult')

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Not doing as instructed, but not to the detriment of others.

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes antisocial.

Antisocial Behaviour (some are referred to as 'dangerous')

Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour that is likely to cause injury, harassment, alarm or distress.

Behaviour that violates the rights of another person. Leaving their table without permission

Leaving the carpet during input/story without permission

Refusing to complete the work set

Refusing to take part in PE / Forest School /Choir and Music

Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)

Rocking on their chair

Calling out/talking to a friend

Not listening to instructions

Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.

Antisocial Behaviours – Big Behaviours	Dangerous Antisocial Behaviours – Big Behaviours
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Stealing	Leaving the classroom without permission Damage to property/pushing over furniture Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching/ Pinching/ Hair pulling, Biting Hitting/ Kicking/ Punching Fighting Throwing furniture or large objects Physical or verbal bullying (see Bullying Policy for definition)

It is important not to group unsocial behaviour with antisocial behaviour.

The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help

APPENDIX 6 Suspension

To be followed in conjunction with Guidance for maintained schools, academies and pupil referral units in England – September 2023

Fixed term suspensions are serious sanctions issued because of a failure to comply with the Behaviour for Learning Policy.

The decision to issue a fixed term suspension will only be made by the Headteacher. The duration of a suspension will be as short as possible, to enable the student and school to reflect on the problem. It may also be for part of the school day. For example,

if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

Following a fixed term suspension, parents or guardians will be expected to attend a restorative meeting with the Headteacher and other involved members of staff. The student will not be able to return to the scene of the problem until the restorative meeting has occurred.

The local authority will be notified immediately.

Work will be set and marked during the suspension period.

Under the Education and Inspections Act 2006, parents/carers are responsible for ensuring their children are supervised during the first five days of fixed term exclusion. If students on exclusion are seen by school staff or police unsupervised, then parents or guardians will be liable to a penalty fine. For fixed term exclusions that last for more than five days, the school is responsible for providing full time education from day six onwards.

Professional judgement based on the individual circumstances of the case is to be used when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying

- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Damage to school equipment or building

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive

Should your child be suspended or permanently excluded, see these relevant sources of free and impartial information.

- Coram's Child Law Advice service. This can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership)

APPENDIX 7 Permanent exclusions

To be followed in conjunction with Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies and pupil referral units in England – September 2023

Rarely, some student actions may result in an immediate permanent exclusion being issued by the Headteacher. These include:

- The trading, use or possession of illegal substances on the school grounds, school visits or on the way to and from school.
- The use or possession of any object deemed to be a weapon by the Police (including any blade or knife) on school grounds, school visits or on the way to and from school.
- Serious unprovoked threatened or actual violence (the intention to cause / the actual causing of a very serious injury*) towards another student, member of staff or a member of the public.
- Serious abuse of the use of technology to publicly abuse another student or member of staff or to gain illegal access to confidential data.

*Serious injury: as defined by the Governing Body

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Work will be set for the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

The Headteacher may cancel an exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;
- Parents should be offered the opportunity to meet with the Headteacher to discuss the circumstances that led to the exclusion being cancelled;

- Schools should report to the Governing Board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling Governing Boards to have appropriate oversight and;
- The pupil should be allowed back into school.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a Governing Board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

The Tonbridge Federation Governing Body will comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

Equality Act:

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), Long Mead Community Primary School will not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment.

For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services.

In carrying out their functions, the public sector equality duty means Long Mead Community Primary School must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

These duties need to be complied with when deciding whether to exclude a pupil. Long Mead Community Primary School will ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

APPENDIX 8

The powers to search and confiscation of unsuitable Items

The school adheres to the DfE Searching, Screening and Confiscation: advice for schools 2022.

The Headteacher and other authorised staff (authorised by the Headteacher) have the legal power to:

- Screen students for weapons and drugs.
- Search students **without consent**, when there are reasonable grounds for suspecting a student of carrying a weapon, alcohol, controlled drugs or stolen property.
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school behaviour expectations.

When conducting a search, staff will always be in pairs and the gender of the staff will be considered. For female students, a female member of staff will always conduct the search unless requested otherwise.

Parents / carers are not required to be informed of the search prior to it taking place. However, the Headteacher will contact the parent / carer during the day after the search.

Failure of a student to comply with the members of staff may result in the Police being called to administer the search. In this situation, the student will remain under staff supervision until the search has been conducted, even if this extends to the period after school.

APPENDIX 9 Police contact with the school

If a very serious incident occurs at the school, in the vast majority of cases it would be dealt with by the school. The police will be involved by the school in the following circumstances:

- When the school invites the police to meet with students (and where appropriate parents) to emphasise the seriousness of their actions.
- In the rare event that the actions of a student is beyond the control of the school and they pose a serious potential risk to the safety and wellbeing of others, themselves or the building.

If parents wish to involve the police following an incident in school, they are within their rights to do so. Following this:

- The issue will then become a police matter and therefore the school will take no further action while the police conduct enquiries and until given a full debrief by the Police.
- If there remains a serious risk to the welfare, health or safety to other students or staff or a risk to the building, the school will take appropriate actions to mitigate the risk whilst the Police investigate.

The school reserves the right to enforce the Behaviour for Learning policy after the police investigation has been completed. This may involve increasing a sanction that has already been issued.