



Behaviour and Discipline Policy

Linked policies:

- Anti-Bullying Policy
- Appropriate use of Social Media Policy for Parents
- Alternative and off-site Provision Policy
- Behaviour and Discipline Policy
- Child Acceptable Use Policy
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Drugs and Substance Abuse Policy
- Educational Visits Policy
- E-Safety Use of Devices Policy
- First Aid Policy
- Intimate Care Policy
- KCSIE 2022
- Managing Safeguarding Concerns and Allegations
- Safer Recruitment Policy
- Whistleblowing Policy

Date approved by Governors: October 2021

Date: 12 July 2022

Review Date: July 2023

Introduction

"If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be."

Goethe.

Whole school vision and values

We believe that children should develop respect for themselves, value the contributions of others and acquire the skills to succeed, in our ever-changing society. We understand children's well-being is at the centre of everything we do and is fundamental to achieving success. We provide a secure and stimulating environment, that enables us to tailor learning, to provide children with opportunities to develop skills, critical thinking and explore concepts. This allows children to build their knowledge and understanding through learning that captures their interests and stimulates their imagination. Children that attend Woodlands extend their experience, knowledge, imagination and understanding so that they are able to realise their potential for learning and capacity for enjoyment, and achieve their full potential, gaining the best possible start to their educational life, leading to lifelong learning. Underpinning our policy are the values that we promote and uphold throughout the school. These shared values apply to all who are part of our school community.

At Woodlands, we know our children learn best through practical hands-on learning opportunities; which enable them to experience learning in a meaningful way, a way that reflects their interests and needs. We want our learners to be sensitive to the needs of others, to have a sense of fairness and justice and an ability to value the contribution of each individual. We endeavour to encourage in every child, attitudes of acceptance, co-operation, perseverance, independence, respect and responsibility. Each child that attends Woodlands is valued as an individual and we aim to encourage and foster their development intellectually, physically, spiritually, socially and emotionally within a caring atmosphere. We aim to develop lively and inquiring minds with the ability to question, to think and to apply themselves to tasks. We believe that this makes the school a caring community, with a high standard of behaviour in every area of school life and supports the development of a thoughtful, considerate attitude to others and a respect and tolerance of cultural diversity.

Expectations of staff

We expect all staff to recognise:

- **Regulated behaviour** is an essential condition for effective teaching and learning to take place
- **Effective teaching and learning** support positive behaviour
- **High self-esteem** promotes positive behaviour, effective learning and positive relationships.
- **Independence and self-discipline** is promoted so that each child learns to accept responsibility for their own actions.
- There must be a clear **consistent positive approach** to behaviour throughout the school.
- **Respect** for their own and each other's belongings and taking pride in our environment should be promoted at all times.
- Every child should be made to **feel valued** regardless of any disability, nationality, ethnicity, culture, gender or sexuality.
- **Affective statements** and a **restorative approach** support regulated behaviour
- **Achievements and effort** should be acknowledged. This will be done in a variety of ways, e.g. Secrets of Success Certificate, Earning Golden Time etc.

All staff have the responsibility of ensuring that these key features are promoted throughout the school day and underpin the school ethos.

Golden rules



Secrets of Success

The 8 Secrets of Success



The eight Secrets of Success are an idea developed by Chris Quigley. Woodlands Primary and Nursery School has embraced and adapted these ideas to promote personal development and positive attitudes to learning. We are committed to developing the ability of children to learn effectively, so they are equipped to fully embrace and succeed in our ever-changing society.

We are working hard to ensure our children have excellent attitudes and behaviour towards their own learning. We want them to be highly motivated and engaged, to have high expectations of themselves and be ambitious wanting, to achieve success.

In partnership with parents/carers

- Parents/carers have a vital role in promoting and supporting behaviour and so effective home/school liaison is very important.
- It is important that teachers work alongside parents/carers to manage behaviour and attitudes to learning as documented in the Home/School Agreement. (see appendix A)
- We ask parents/carers to sign and return the Home/School agreement to demonstrate their support.
- We expect parents/carers to **support the actions of the school** when concerns or issues need to be addressed to give a consistent message to children.

Expectations of children

We expect all children in our school to;

- take account of the school's Golden Rules, work towards achieving The Secrets of Success as well as their own class agreed expectations
- have high expectations of conduct
- learn to understand that they are responsible and accountable for their own actions and how these affect others
- develop an increasingly sound understanding of right and wrong related to British Values
- co-operate and work together
- learn to sort out disagreements and frustrations sensibly and constructively
- be reliable, trustworthy and responsible
- behave in a safe manner at all times
- respect the school's environment and belongings
- take care of their belongings and those of other children
- show respect to each other
- act with equal respect to all staff
- adopt a restorative approach.

Our restorative approach:

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. 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. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

As adults, we will endeavour to support pupils by using a range of restorative approaches, including emotion coaching to help pupils identify their feelings and develop a language to communicate their feelings in positive ways. We will adopt, and as adults, model for pupils, restorative approaches to provide a means to address and 'put right' and 'restore relationships.' Strategies include:

- The use of Affective Statements
- Restorative Conversations
- Restorative Circle Times
- Restorative Conferences

The five steps of emotion coaching used by staff are:

1. **Step 1** – recognising and attending to their emotions. *'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'*
2. **Step 2** – labelling and naming their emotions (See appendix H). *'I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something.'*
3. **Step 3** – empathising, validating their feelings and emotion. *'I noticed you looking around at the others who are working on their projects. I think you might be feeling nervous right now about whether your work will be ok. Have I got that right?'*
4. **Step 4** – setting limits on behaviour. *'You are angry that I've taken away your phone but these are the rules everyone has to follow. I will keep it safe for you.'*
'You didn't put the ball away as we agreed. You're probably angry that you can't play with Billy now because you have to stop.'
5. **Step 5** – problem-solving with the child or young person. *'Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again?'*
'This is not a safe place to be angry. Let's go to a safe place and then we can talk.'

Affective Statements

Affective statements are a way to communicate to another person how they have affected you by their behaviour, either positively or negatively. They can be offered when you see someone doing something that makes you uncomfortable or impacts you in some other way. They offer an alternative to comments that are implicitly judgmental and can lead to confrontation, argument, and further conflict.

Listed below are some examples of affective statements and questions which all staff can use with pupils:

Statements

- I felt very disappointed when you hit John. What I'd like is for you to be respectful towards your friends
- I am upset and angry by what has just happened.
- I feel that all the work I have done has been wasted through your actions.
- I feel that (describe action) was very disrespectful.
- I feel disrespected and angry when you ignore me.
- I am sorry that I misunderstood the situation
- I feel really proud of you when I heard
- I feel really pleased and encouraged that you made the right choice.
- I respect your honesty and thank you.
- I want to thank you for your cooperation.

Restorative Conversation Questions

1. To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

2. To help those harmed by the actions of others:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Behaviour That Impacts Negatively on the School Community

We will intervene when:

- disruptive behaviour negatively affects other children's learning.
- there are repeated refusals to follow a set of instructions.
- aggressive behaviour (threatening someone; deliberate hitting, kicking, biting, pinching; the throwing of objects with intent to injure or cause harm) affects other children's learning and wellbeing.
- the use of offensive language (including racial, religious and sexually abusive prejudicial language); name calling; or vandalism is prevalent
- leaving the classroom /school premises without permission.
- there is an incident involving theft.
- bullying (see anti-bullying policy) occurs
- there are incidents of sexual harassment [including reference to lesbian, gay, bisexual and transgender (LGB&T)]
- there is evidence of drug related behaviour.
- A child is known to be carrying a weapon

Woodlands Behaviour Steps

Step one -

Use an affective statement to show the child how they have affected you/their classmates by their behaviour, either positively or negatively.

e.g. I feel really distracted when you throw books onto the floor, what I'd like is for you to pick up your books and listen with your classmates

Step two -

Repeat affective statement and give an alternative choice.

e.g. I feel disappointed that you are still throwing the books and not able to listen. I would like you to pick up your books and listen with your classmates. If you feel you can't, you can choose a calming strategy and we can talk about it when I've finished the lesson introduction

Step 3 -

Repeat affective statement, use with emotion coaching, leading towards a restorative conversation.

e.g. I feel really upset that you are continuing to disturb me and your classmates. I would like you to do as I have asked but I can see that you are too cross/angry/upset/unwilling to do so. I need your friends to be

able to work so let's take some time out somewhere quieter (pod, walk, book corner, regulation station etc) and have a conversation to solve the issue so that you can continue to learn.

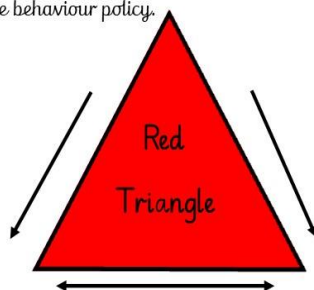
Step 4-

If the child is not responding to emotion coaching or engaging in a restorative conversation with classroom staff (step 3 must have authentically taken place first) a red triangle can be sent to the inclusion team/SLT, where a restorative conference will take place.

e.g. I can see that you need a bit more support at the moment, and a bit longer to talk this through. I'll ask one of the inclusion team to come and continue a restorative conversation with you so that you feel able to talk it through and solve whatever is on your mind.

Use of Red Triangle

- support to reframe and refocus a child for learning within the classroom
- Quiet word
- Using the pod for time out and discussion regarding poor behaviour choices
- Brain Break walk etc
- If outside use a sand timer and planned ignoring techniques
- Removal of challenging children who are behaving in a destructive or aggressive manner, disrupting the learning of others in the classroom and have failed to respond to the strategies as set out in the behaviour policy.



Rainbow Room

Reasons for using the Rainbow Room

Physical Aggression

Destructive behaviour causing danger to oneself or others

Verbally abusive

Absconding from a lesson

- Explain process i.e. this room gives you the opportunity to calm down and reflect on your behaviour without any distractions
- Use of planned ignoring technique
- Observed at all times
- Timer to be used 5 minutes = 1 minute loss of Golden time
- Room should be tidied before the child leaves
- Move to reflection room for final 1 minute sand time to ensure the child is ready to return to the classroom

Reflection Room

Reasons for using the Reflection Room

Refusal to work in class

Disruptive behaviour

Internal exclusions

- Reflection time to settle and refocus on their learning
- Child to work independently with work provided by class teacher
- Praise given for a positive turn around in behaviour
- Brief discussion on expectations of behaviour required to return successfully back their classroom.

Support and monitoring

Additional support packages will also be provided by the inclusion team and class teachers, as and when needed, following any identified ongoing issues, including:

- Inclusion manager support
- Massage in Schools Programme
- Relax Kids
- Extra adult support
- Learning mentor/ELSA support
- Completing an Early Help Assessment Form
- Advice from the Behaviour Support team or other external agencies (e.g. LSAT or Educational Psychologist)
- Structured break/lunch times

If formal meetings, with parents/carers and other agencies are required, these will be arranged by the Head teacher to consider the best ways forward.

Further courses of action will be taken if these strategies are not having a positive impact on a child's behaviour:

- Consider the need for a statutory assessment on the basis of social and emotional support, for the child, if required.
- Referral to Fair Access Panel for advice and support
- ISP funding
- Referral to Emotional Health and Wellbeing Panel for advice and support
- Modified timetable with the support from outside agencies
- Managed move
- Referral to Pupil Referral Unit

Exclusion

In most cases internal, fixed or permanent exclusion will be the last resort after a range of measures have been tried to support a child's positive behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents/carers may be asked to remove their child for a specific, short-term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Headteacher or in his/her absence a designated representative, normally the Deputy Head teacher.

Where exclusion is used the school conforms to the Local Authority and DfE Guidance. If a child is excluded for a period of less than 5 days, the school will provide work – it is the parent's/carers responsibility to ensure the child completes the work and returns it to the school for marking (NB parents/carers can be fined if their child is found in a public place during an exclusion). From Day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the Local Authority will contact parents/carers with details of the Day 6 provision. All exclusions should be recorded on the school management information system.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal anti-social/nuisance behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Governing Body must be satisfied that the measures proposed by the head teacher are lawful (see appendix C).

Searching and confiscation

The Headteacher, Deputy Headteacher, Assistant Headteacher and inclusion manager have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline (see appendix D).

The use of reasonable force

The use of physical intervention is rare and wherever possible is avoided. However, there may be occasions where the use of reasonable force or physical restraint is appropriate; for example, if a child is at risk of hurting themselves and/or others or making a threat to injure using a weapon. Any intervention used will

always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. The Senior Leadership Team members have had MAPA training (See appendix E for guidance).

Equal Opportunities (see Equal Opportunities Policy)

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, religion, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

Assessment and reporting

Following any incident where a child is aggressive, violent towards another child or a member of staff, a violent/aggressive behaviour incident form (see appendix F) will be completed and passed to the Inclusion Manager.

Safeguarding Pupils

The behaviour policy is developed within the parameters and remit of the school's safeguarding procedures. If at any time in administering the behaviour policy, an adult working with a child has any concerns they should make reference to the safeguarding policy to support them in taking the appropriate action to ensure the child's welfare and well-being.

Appendices

Appendix A – Home School Agreement

Appendix B – The Key Skills of Development

Appendix C – The power to discipline beyond the school gate

Appendix D - Searching and confiscation

Appendix E – The use of reasonable force

Appendix F - Recording of Violent/ Aggressive incidents form

Appendix G – T&W Physical Intervention Monitoring Form

Appendix H- Feelings vocabulary to support emotion coaching.



HOME-SCHOOL AGREEMENT

Updated June 2022

We, the ADULTS responsible for children at home and at school, want EACH CHILD to have their needs provided for; to be kept safe and healthy, to be treated with respect and care. EACH CHILD is special and unique.
We will encourage children to WORK HARD, to BEHAVE APPROPRIATELY and to take PRIDE and PLEASURE in their own and others' ACHIEVEMENTS.
We will work together IN PARTNERSHIP to help our children become confident and enthusiastic learners, who have ASPIRATIONS for future success.

CHILD'S NAME

Signed: On behalf of the
School

Signed: Parents/Carers

CURRICULUM

AT SCHOOL WE WILL:

Ensure that every child is taught at an appropriate and challenging level;
maintain an attractive environment with good resources and teach the full National Curriculum and Religious Education;
extend and enrich the curriculum with visits, visitors, clubs and tuition.

AT HOME WE WILL:

encourage our children to take part in curriculum opportunities;
show positive interest in our children's learning;
support our children's progress and development by attending parent meetings and school events;
provide agreed school uniform for school activities;
ensure our children take part in PE and arrive at school with the correct PE clothing and footwear.

BEHAVIOUR

AT SCHOOL WE WILL:

Ensure children are familiar with the school behaviour policy;
use rewards and consequences fairly;
ensure that school staff set a high standard of behaviour;
respect the views of children and parents and backgrounds acknowledging the different circumstances that exist within the community;
consider and respect the feelings and property of other people in school and in the wider community;
care for the grounds, buildings, furniture, equipment

AT HOME WE WILL:

Help our children to understand and follow the school rules;
encourage our children to care for people and things, including school property, both at home and at school;
behave in a way that sets all children a good example when I am on the school site;
support all school policies;
behave respectfully and appropriately, considering the feelings and property of others, during interactions involving Woodlands Primary School, when on school grounds or when accessing social networking sites, such as Facebook / Twitter etc.

EQUAL OPPORTUNITIES

AT SCHOOL WE WILL:

enable all children to take part in all activities, catering for specific needs;
celebrate diversity and differences;
use different cultural examples in teaching;
ensure that any bullying or other discriminatory behaviour is not tolerated and take reasonable steps to resolve issues of bullying.

AT HOME WE WILL:

Communicate with the school about our children's needs;
help our children to understand that everyone is special and unique – and of equal importance;
encourage our children to appreciate and respect the views, religious beliefs and cultures of others.

HOMEWORK

AT SCHOOL WE WILL:

Set appropriate homework regularly and ensure that it is received and acknowledged; ensure children have access to reading books that can be taken home; use the Home-School Contact Books to communicate effectively.

AT HOME WE WILL:

Help and ensure our children complete and return homework, on time and to the high standard expected. If not completed on time or to the expected standard, children will miss a morning break to complete it; ensure school property is looked after and returned to school at the right times; read with our children frequently, recording this in the Home-School Reading Diary.

ATTENDANCE / PUNCTUALITY

AT SCHOOL WE WILL:

Open doors promptly at 8.30am; maintain an accurate record of attendance; try to ascertain the reasons for any absence or lateness; liaise with the Education Welfare Officer about absences.

AT HOME WE WILL:

Make sure that our children are at school on time every day by 8.40am, communicating effectively with the School Office if this is not possible; make sure that our children are collected on time at the end of the school day at 3.10pm, or after clubs; contact the School Office if my child is absent by 10am on the day of absence.

WELFARE AND COMMUNICATION

AT SCHOOL WE WILL:

Ensure that children are safe on the school premises and on schools trips; give full and clear information about the curriculum, children's progress, and appropriate targets set for children's learning needs; communicate school matters and set dates for events early.

AT HOME WE WILL:

Teach our children about personal hygiene; ensure the school always has an up-to-date emergency contact for us; keep our children at home when they are not well enough to be at school (24 hours after sickness or diarrhoea); let the school know about issues which may affect our children's welfare or progress.



WOODLANDS
PRIMARY AND NURSERY SCHOOL

HOME-SCHOOL AGREEMENT

SCHOOL RULES

We are gentle, we don't hurt others.

We are kind and helpful; we don't hurt anybody's feelings.

We are honest; we don't cover up the truth.

We work hard, we don't waste time.

We listen, we don't interrupt.

We look after property, we don't damage things.

Parents/Carers have the right to remove their child from specific lessons within Religious Education, Relationships and Sex Education and Collective Worship. Please communicate this in writing with school. Any comments, compliments or complaints should be addressed to the Headteacher in the first instance. If this is not satisfactory, please address these to the Chair of Governors.

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Tel: 01952 386070. Website: www.woodlands-sch.org.uk

Appendix B

Key Development Skills

Don't give up



Try new things



Work hard



Understand others



Concentrate



Improve



Imagine



Push yourself



Appendix C

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

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

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, a member of SLT will collect information from both adults and children who have witnessed the event. The parents/carers of the child involved will be contacted and invited into school to discuss the matter.

Following any incident, the Head teacher (or in his absence DHT) will consider whether it is appropriate to notify the police or Community Support Officers on Woodside. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Behaviour and discipline government guidance for governors

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

Behaviour and discipline government guidance for headteachers and school staff

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

Appendix D

Searching and confiscation

The Headteacher, Deputy Headteacher and Assistant Headteachers have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

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

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff. But:
 - a. you must be the same sex as the pupil being searched; and
 - b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher, Deputy Headteacher and two Senior members of Staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **'Outer clothing'** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. **'Possessions'** means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search, then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

Reasonable force may be used by the person conducting the search (see appendix E).

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent/carer.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.

- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents/carers and dealing with complaints

Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Screening, searching and confiscation government guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/0076897/screening>



Name of child:

(Male/Female)

Class:

Search and confiscation Record

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

- 1.
- 2.

Items found

Other agencies involved – please list with name and title

Parents/carers contacted

Date:

Time:

Sanctions/Next steps

Meeting with parents/carers and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Appendix E

The use of reasonable force (Refer to Telford and Wrekin's Policy on the Use of and Reduction of Physical Intervention for Children and Young People – October 2012)

What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain (see restraint policy). This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

Use force as a punishment – **it is always unlawful to use force as a punishment.**

Using force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and

- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school. Whenever possible, should a child need restraining it should be carried out by a member of the SLT who have received nonviolent crisis intervention training (MAPA).

Reporting Incidents - Telling parents/carers when force has been used on their child

It is important that a detailed, written report is made of any occasion where force is used, in order to support the child and staff involved. This will be done using a T&W violent incident form-Appendices G and H, and will be followed up by a member of the SLT who will meet with the parents and child and decide what sanctions or next steps should be put in place. Details of these incidents will also be logged on the Telford and Wrekin Intervention Monitoring Form (Appendix G).

Written reports will include:

- The names of the pupils involved and when and where the incident took place
- The names of staff or pupils who witnessed the incident
- The reason that force was necessary
- Full chronological details of the incident, including pupil's behaviour, what was said, steps taken to calm or defuse the situation, how force was applied and for how long.
- Pupil response and the outcome of the incident
- Details of any injury suffered by people involved.
- Details of meetings with parents/carers and next steps identified.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- a) Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- b) When comforting a distressed pupil;
- c) When a pupil is being congratulated or praised;
- d) To demonstrate how to use a musical instrument;
- e) To demonstrate exercises or techniques during PE lessons or sports coaching; and
- f) To give first aid.

For details of what happens if a pupil complains when force is used on them please refer to grievance policy.

Use of reasonable force government guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

Use of restrictive physical interventions government guidance

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/cneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

Appendix F



Name of child:

(Male/Female)

Class:

Use of Reasonable Force Record

Reason for the use of reasonable force

Witnessing adults:

Names of staff using reasonable force

- 1.
- 2.

Parents/Carers contacted

Date:

Time:

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

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

THIS FORM SHOULD ONLY BE COMPLETED IF YOU DO NOT HAVE ACCESS TO MYVIEW
(On completing the form please pass to your manager).

Staff with access to MyView should complete on-line.

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

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

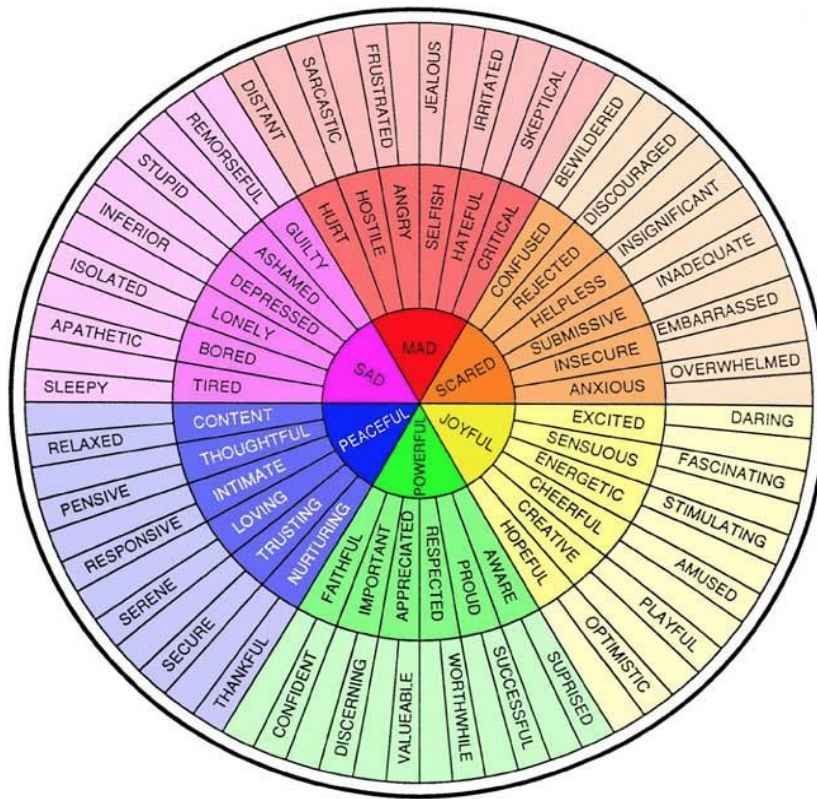
5. Who? Details of the assailant/perpetrator (if already known)									
Name:				Date of birth		Male		Female	
Description of assailant:									
Address of assailant :									
<i>If more than one assailant please list relevant details separately</i>									
6. Details of Incident									
Physical Assault: Major injury must be reported by telephone to HSE other injuries to be reported following the accident reporting procedure.									
Nature of injury / damage:									
Was any First Aid administered :									
Was Management of Actual or Potential Aggression applied (tick box below that applies)									
Level 1 Low		Level 2 Medium			Level 3 High		Floor		
Other threatening behaviour: Tick box(es)									
Verbal abuse		Verbal threat		Threatening situation		Threat with weapon		Damage to property	
Threat/damage to family property				Threat/damage by third party/agent				Provocation	
7. Did the incident involve any of the following?									
Drugs/Alcohol		Mental disorder			Other existing condition				
Incident/ Harassment related to:									
Disability		Race		Age		Sex/gender		Sexual orientation	
Gender reassignment		Pregnancy/ maternity		Religion or belief		Marriage/civic partnership		Other (please describe)	
Is this a Hate crime? (A crime, typically one involving violence, that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds)									
Has the crime been reported to the police?									
Has the Zero tolerance policy commenced?				Yes		No		If no - why	
8. Witnesses: Give names and addresses of any witnesses (Obtain witnesses wherever possible, attach signed statement from each witness in serious cases)									
9. I give consent for the details of the accident to be shared with H&S Representative: Yes/No									
10. Preventative or Monitoring Action: Action proposed (to be completed by Line Manager) i.e. Briefing, Counselling, 1:1 and if this is related to Hate Crime what support has been provided to the employee/team									
Name of Line Manager/ Head teacher:						Date:			

Appendix I

Org Unit/Setting	Incident Date and Time	Student UPN or Other identifier	Employees / Carers names	Brief Overview of Incident	Location	Duration of Holding	Risk Assessment in Place	SEN	Injuries Sustained	Accident Forms Completed

Appendix H

Feelings Labels



(Rose, 2014)