



## A PLACE TO LEARN, LOVE & GROW

Blessed is the one who trusts in the Lord, whose confidence is in him.  
They will be like a tree planted by the water that sends out its roots by the stream.  
It does not fear when heat comes; its leaves are always green.  
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Jeremiah 17: 7 - 8

### BEHAVIOUR POLICY

#### Our Federation Vision

This Bible passage is the foundation of our federation's vision. It reflects the unique location of our schools, close to the rivers Ure and Cover. The nearby confluence of these two rivers helps us to visualise our families, children and staff from each school coming together. In our logo, the tree is in the shape of the cross to remind us that Christ is at the centre of our school family, that we can put our trust in Him and that all our values are rooted in His love.

As rural schools, beautiful trees surround us and we feel that the tree symbolises the way we are growing together in community and also as individuals.

**We seek to give our children healthy roots, to enable them to *learn* and *live* fruitful lives: to *love* one another, to care for the environment in which they are planted and the wider world, and to *grow* in whatever they do.**

#### Our Behaviour Ethos

The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools is committed to creating an environment where exemplary behaviour is at the root of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our Christian values with a heavy emphasis on love (1 John 4:7 Dear friends, let us love one another, for love comes from God.).

We keep the school rules, or expectations of behaviour as simple and child friendly as we can to ensure everyone understands them. We expect children to:

**Be Safe**

**Be Respectful**

**Be Responsible**

Each term teachers will review with children what these expectations mean, and how they can demonstrate appropriate behaviour in school. These are displayed around school and in classrooms and, if needed, children are reminded of these expectations to support them in making the right choices.

#### **Rights**

We believe all children have a right to:

- learn, and to make demonstrable progress
- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- express their feelings in an appropriate way (emotional intelligence)



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All staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way (emotional intelligence)

We teach that responsibilities are linked to rights: all people in our school communities are responsible for their own behaviour. Nobody makes us behave badly, we choose how to respond.

At The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools we believe that:

- **All children want to behave well.** We believe that children are happy when they behave well and have their positive behaviours recognised by adults and their peers.
- **Children can learn to improve their behaviour.** Learning appropriate behaviour is a task, just like learning to read or write and can be taught through effective modelling and positive reinforcement.
- **Mistakes are part of the learning process.** We view poor behaviour as a mistake, which can be rectified. We don't make a judgement about it – instead we support pupils to get it right. Practice improves performance.
- **All adults can learn strategies to support the children in their care.** Developing an understanding of why children behave as they do, maintaining a positive attitude to the child and his/her behaviour and learning effective strategies for managing that behaviour is a core requirement of all staff working with pupils across our schools. It is supported through our commitment to ongoing professional development for all staff.

To support all our pupils adopt appropriate behaviours we:

- use positive praise to acknowledge good behaviour
- take a personal interest in the progress and welfare of every child; demonstrating belief in the pupil that s/he can succeed;
- expect all staff to take responsibility for promoting good behaviour at all times;
- expect all staff and visitors to our schools to act as positive role models;
- seek to show children that if poor behaviour occurs, it is the behaviour we disapprove of, not the child. We aim to see the message behind the action, understanding that behaviour is often a symptom;
- always treat unacceptable behaviour with a consistent response designed to modify; treat the pupil with dignity and respect at all times. Quietly but firmly hold appropriate boundaries;
- believe it is crucial to work closely with parents in managing behaviour issues when necessary and especially where there are persistent or serious difficulties;
- seek to identify and address any persistent difficulties;
- ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach;
- greet children warmly regardless of any undesirable events on the previous day;
- challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background;
- ensure that vulnerable children – such as those with special education needs, physical or mental health needs – receive sensitive and well-matched behavioural support.



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Through 'quality first' teaching, we aim to meet each child at their point of learning and therefore minimise poor behaviour. We achieve this by:

- accurately assessing the pupils' learning e.g. learning ability, learning style and level of achievement in order to move them on;
- planning to meet the pupils' range of needs through use of specific equipment, seating arrangements, groupings, use of TA's etc;
- knowing what motivates each pupil and use it to help him/her achieve; carefully planning lessons to ensure that we meet each pupil at his/her point of learning i.e. the work should be not too easy, nor too hard and we should plan for success;
- including the pupils in the target setting and evaluation process, using appropriate language (self-assessment);
- giving the pupils feedback on progress in a supportive way, focusing particularly on their achievements and what they need to do to make further progress;
- praising pupils for their positive learning behaviours and specific achievements.

### Managing Unacceptable Behaviour

Our priority is to address unacceptable behaviour in a fair and consistent way, providing opportunities to turn situations around, put right things that have gone wrong, reflect on actions and show forgiveness. Staff will use the steps below if behaviour is disruptive, in order to support children in making the right choice.

#### Step 1. Redirection

Gentle encouragement, a 'nudge' in the right direction.

#### Step 2. A Warning

A clear verbal caution, delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

#### Step 3. Time Out

The learner is asked to speak to the teacher away from others:

- Boundaries are reset.
- The Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- The learner is given a final opportunity to reengage with the learning / follow instructions.

#### Step 4. Miss 5 minutes of Playtime

This time is used for a 'Restorative Conversation' with regards to the learner's behaviour:

- a. Staff use a gentle approach – They are personal, non-threatening, side on and at eye level or lower.
- b. Staff state the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Staff tell the learner what the consequences of their action is. They refer to previous good behaviour/learning as a model for the desired behaviour.
- d. They walk away from the learner; allow them time to decide what to do next. If there are comments, as staff walk away they write them down and follow up later.



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### Step 5. Collaboration meeting with learner, teacher and the Headteacher

A conversation needs to be had regarding the behaviour and consequences agreed for the pupil's actions. Completing the 4 W's may be deemed appropriate as a mean of dialogue:

- What happened?
- What rule did you break?
- Who has been affected?
- What do you need to do so things can be put right?

### Roles and Responsibilities

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between, and a positive attitude towards, rewards and sanctions to encourage good behaviour. This is clearly documented in our **behaviour grid (Appendix 1)**

At The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools, we believe staff, parents and ultimately Governors share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

**Children's** responsibilities are to obey the three school rules.

### Staff:

- Class teachers endeavour to ensure that children behave well at all times, following the school rules, including when working under indirect supervision.
- All staff ensure that pupils know how to behave well online, both in and out of school
- The schools have an 'open door' policy, allowing teachers to address parents' concerns in a timely, respectful, sympathetic and professional way, involving senior staff as appropriate.
- Staff keep a record of significant incidents/log of behaviours for identified children, which is monitored and reviewed by the leadership team.
- Teaching Assistants, Special Needs Assistants and Midday Supervisors support the teaching staff in communicating and recording information.
- The head teacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

### Parents/carers:

Parents/carers have a crucial role in supporting good behaviour in our schools and so effective home/school liaison is very important. It is vital that teachers can rely on the full support of parents when dealing with any child's behaviour.

We expect parents to support the actions of the staff when consequences are imposed. If parents/carers have any concerns about the way their child has been disciplined, they should initially contact the class teacher; continuing concerns should be referred to the head teacher.



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### Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school's positive behaviour policy, but governors may give advice to the head teacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### Pupil Voice

Each class has time for PSHE (Personal, Social, Health Education). During these sessions we follow the primary curriculum as well as discussing day-to-day issues causing concern, the impact of the problems and how we might go about solving them.

### Supporting children with additional needs

Any child, at any time during their schooling could experience a period of turbulence, which may result in inappropriate behaviour. A small number of children may have a specific underlying condition/need which should be taken into account. Flexible and sensitive approaches used to support these children include:

- Discussion with the child about their behaviours;
- Continued involvement from and liaison with parents/carers;
- Close liaison with the Special Educational Needs Co-ordinator
- Setting work which is suitably differentiated to match the child's needs;
- Providing additional support in liaison with the SENCo;
- Involving external agencies;
- Implementation of a behaviour plan;
- Investigating options for alternative provision (dependent upon criteria, availability etc.).

Any approaches used will be reviewed regularly and adapted as necessary.

### Bullying

Bullying is identified as a particular behaviour resulting in one person having power over another over time. Incidences of bullying, **including cyberbullying, prejudice-based and discriminatory bullying** will be taken seriously and dealt with in a timely manner and in accordance with our Anti-Bullying Policy.

### Sexual harassment or violence

*"When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment."*

[Keeping Children Safe in Education, 2021 page 138]

Incidences of sexual harassment, including upskirting (which is a criminal offence<sup>141</sup>); or sexual violence will be reported and dealt with in line with the federations Child Protection Policy.



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### Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our federation policy on behaviour. Encouragement to attend school regularly positively emphasises the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

### Racial Harassment

All incidents relating to Racial Harassment will be taken seriously, dealt with in a timely manner and logged in accordance with our anti-bullying policy. It will be made clear to children that such practices are unacceptable and will not be tolerated.



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### Resolving Problems

Fairness is at the root of our ethos and culture. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible. All incidents should be dealt with using 'Restorative Behaviour Management'

The principle being that the child causing harm is held to account for their behaviour. After a period of cooling down time, this means:

- Accepting responsibility for the harm caused to the individual;
- Accepting responsibility for the harm caused to others;
- Recognising the need to take action, to begin to repair the harm caused;
- Agreeing a range of action-in conjunction with all those involved – which will be monitored over an agreed period of time.

Staff will use the **language of choice**. This helps our pupils to take responsibility for their behaviour. We actively encourage them to **choose** the right thing to do, by explaining the consequences of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice.

We link consequences to the choices they make, to help them make the best choice.

This language:

- increases pupils' sense of responsibility
- regards mistakes as part of learning
- removes the struggle for power
- is positive
- overtly links responsibility, choice and consequence
- helps them to take responsibility
- helps them to manage their own behaviour
- increases their independence

**Routines** support our pupils by fixing desired behaviours in their minds. They must be explicitly taught. Particularly for younger pupils, we need to teach routines for all activities, including:

- the start/end of the day
- moving from classroom to elsewhere e.g. dining hall, playtime
- entering/leaving the classroom
- answering the register and listening to instructions
- moving from class to small group/individual work
- collecting equipment

The more consistency there is over routines, the easier it is for our pupils to learn them.



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### In the Playground

At lunchtime and playtimes, our staff's main purpose is to keep our children safe and support pupils to follow the school rules:

- For unacceptable behaviour, the lunchtime staff may ask the pupil to stand beside them for 'time out'
- If the matter is 'dangerous/severe', the matter will be referred to the class teacher and the child(ren) will be removed to a supervised classroom in school where a member of the teaching staff will assess/deal with the incident.

### Screening and Searching

School policy makes it quite clear what items are prohibited within The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools. The staff reserve the right to screen all children for banned objects – this may involve asking them to turn out their bags or searching children's trays (for more detailed information about this and confiscation and disposal (see **Appendix 2**))

### Use of Physical Intervention

At The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children, restrictive physical intervention may be needed to prevent injury (see **Physical Intervention Guidance Appendix 3**)

### Fixed term and permanent exclusions

In most cases fixed or permanent exclusion will be the last resort, after a range of measures have been tried to effect improvement in the pupil's behaviour.

A decision to exclude a child for a fixed period may be taken in response to breaches of this behaviour policy, including persistent disruptive behaviour.

If this occurs parents 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 Head teacher or, in her absence, a designated representative.

Where exclusion is used, the federation conforms to the NYCC and DfE guidance. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the head teacher excludes a pupil, she informs the parents and Chair of Governors immediately, giving reasons for the exclusion. At the same time the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The head teacher informs the FGB about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot exclude a pupil or extend the exclusion period.

The governing body has a discipline committee, which considers any exclusion appeals on behalf of all governors

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Trust and whether the pupil should be reinstated.



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If the governors' appeals panel decided that a pupil should be reinstated, the head teacher must comply with this ruling.

### Behaviour beyond the school gate

Children are expected to uphold the reputation of our schools whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the schools into disrepute or has repercussion for the orderly running of the schools.

The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools cannot be responsible for pupils' behaviour out of school time, but will endeavour to investigate any incident which is reported. The Schools will always cooperate with the Police in any investigation of incidents which are thought to involve our pupils.

### Behaviour and Covid-19

As we continue to follow government guidance regarding Covid-19, additional rules for behaviour can be found in Appendix 4.

### Success Criteria

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed into our schools;
- All children, staff, parents/carers and all associated adults know and understand the school rules and adhere to them;
- Expectations and standards of behaviour are consistently high;
- Teaching staff feel confident and well supported by the leadership team in managing children's learning and social development;
- Parents feel that the school deals effectively with unacceptable behaviour;
- Governors are confident that behaviour is well managed across the schools and that the ethos is one which promoted a positive approach;
- Visitors are made to feel welcome by children and staff.
- The school development plan (SDP) which is used for planning and monitoring provision within the school;
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys).

### Linked Policies:

Anti Bullying

PSHE

RSE

Child Protection and Safeguarding

Allegations of Abuse against Teachers and Other Staff

Single Equalities Scheme

SEND

Appendix 1, 2, 3 & 4 on following pages



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## Appendix 1

### Behaviour Descriptors Grid

This Grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through collective worship, circle time in class and displays around the schools. Staff will role model these behaviours and anyone who comes into the school should follow these guidelines.

<p><b>The Behaviour we expect at The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools</b></p> <p><b>Children should follow the School rules:</b></p> <ul style="list-style-type: none"> <li>• Be safe</li> <li>• Be responsible</li> <li>• Be respectful</li> </ul> <p><b>Children are supported to:</b></p> <ul style="list-style-type: none"> <li>• Be polite, respectful and helpful to everyone</li> <li>• Be co-operative in lessons</li> <li>• Be considerate, caring and compassionate towards others</li> <li>• Be honest and keen to learn</li> <li>• Be a positive representative of the school</li> <li>• Carry out responsibilities reliably</li> <li>• Work hard to manage conflict</li> <li>• Show good sportsmanship</li> <li>• Listen quietly and know when its ok to contribute (hands up, talk partner, lolly sticks etc)</li> <li>• Sit sensibly</li> <li>• Be prepared to 'have a go'</li> <li>• Use their initiative in appropriate ways</li> <li>• Be responsible, independent and proactive</li> <li>• Demonstrate excellent behaviour</li> <li>• Try to remain calm and patient even when things are difficult</li> <li>• Give positive responses to adults' instructions</li> </ul>	<p><b>Rewards/Recognition</b></p> <p><b>Good behaviour is predominantly recognised with praise</b></p> <p><b>It might also be recognised in the following (age appropriate) ways:</b></p> <ul style="list-style-type: none"> <li>• Social rewards such as thumbs up, nods, smiles</li> <li>• Verbal Praise</li> <li>• Stickers</li> <li>• Star of the Week certificates</li> <li>• Showing their work to another teacher/class</li> <li>• Dojo points</li> <li>• Notes home</li> <li>• HT Awards</li> <li>• Special Privileges/Responsibilities</li> <li>• Golden time (whole class reward)</li> </ul> <p><b>We aim for consistency across year groups where possible/appropriate.</b></p>
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## Unacceptable Behaviour

- Goading or provoking others and deliberately getting other children into trouble
- Teasing other children
- Spoiling work
- Not managing temper appropriately
- Being disrespectful
- Using swear words, racist language or calling other children names which upset them
- Using Social Network sites to abuse, disrespect/bully other children and adults
- Disrupting lessons and preventing others from learning
  - Needing a lot of reminders to follow instructions (age/need appropriate)
  - Taking other's belongings
  - Refusing to follow instructions after two warnings and plenty of encouragement
  - Chasing people when they don't like it
  - Calling out
  - Hurting others
  - Negative peer pressure
- Bullying, **including cyberbullying, prejudice-based and discriminatory bullying**
- Bringing the school into disrepute

## Dangerous/ Severe behaviour

Any act which puts other people at risk either physically or emotionally:

- Aggressive actions e.g. shoving, kicking, or punching in ways which are likely to injure others at any time (including fighting)
- Violent outbursts of temper in lessons or playground
- Swearing or verbally abusing pupils or adults
- Misusing objects or equipment in ways which put others at risk
- Running out of lessons or attempting to leave the premises without permission
- Deliberate and serious acts of stealing
- Deliberate, sustained vindictive bullying/victimisation of another person (including sexual or racist incidents)
- Wilful damage to property or the work of other children

## Consequences

1. Senior member of staff to be informed and to deal with the incident (restorative approaches to be used)
2. Parents to be notified
3. Internal/External exclusion at discretion of head teacher

We acknowledge that some children have additional needs which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as an exclusion.



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### Appendix 2

#### Screening and Searching

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items.

- Searches will be carried out by two senior members of the teaching staff.
- Searches will be carried out of sight of other children.
- Suspicion may be aroused:
  - As a result of positive screening
  - Because a child is acting suspiciously
  - Because of something said by the child
- There will always be two members of staff present when a search takes place.
- Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond, their parents or the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called.
- All searches will be logged (to include name, year, sex, ethnicity, rounds of suspicion, time and place, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupil's responses and how staff managed them, outcomes and follow-up actions).
- Parents will always be informed if a pupil has been searched and the result of the search.

#### Confiscation and Disposal

Staff have the power to confiscate any item which is illegal or banned from school, In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of
- High value items e.g. mobile telephones which are confiscated will be held securely until a parent can make arrangements to collect them.

#### Allegations

Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Head teacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.



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### Appendix 3

#### Physical Intervention Guidance

Staff across the federation receive up-to-date behaviour management training, and access to the county training course dealing with de-escalation techniques and positive handling. We believe that physical intervention should always be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be **proportionate, reasonable and appropriate**, and be done with the aim to **reduce** not **provoke**.

All staff owe a **duty of care** to students. To take no action, where the outcome is that a child injures him/herself, or another, including staff, could be seen as negligence.

#### Advice for Staff

Members of staff facing confrontational situations with students are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

**Staff are strongly advised not to physically stop students from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a student's exit.**

**Remaining calm** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

**Awareness of Space** – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

**Pacing and Chasing** – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

**Intonation** - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly.



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It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

### Help Script

- Connect by using student's name
- Recognise the feelings
- Tell the student you're there to help
- You talk and I will listen
- Give direction

### Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

### Calm Stance

- Think of the values of stepping back from a situation, both physically and emotionally:
- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices

### Application of Force (DfES advice to schools 10/98)

- Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:
- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

### In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt – "stop fighting, stop fighting"
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk

### But should not ignore or walk away



## A PLACE TO LEARN, LOVE & GROW

Blessed is the one who trusts in the Lord, whose confidence is in him.  
They will be like a tree planted by the water that sends out its roots by the stream.  
It does not fear when heat comes; its leaves are always green.  
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

### Appendix 4 - Covid-19

Children will need to behave differently due to Covid-19 and there are some new rules that they will need to follow. These rules are in line with government guidance and have been put in place to protect all pupils and staff. We expect all children to adhere to them rigidly.

1. All pupils will wash their hands when they arrive at school and then before and after break times and at other times as instructed by members of staff. They will wash their hands thoroughly using soap and warm water for 20 seconds. Paper hand towels will be placed in the bin and not on the floor.
2. Our school will follow the 'Catch it, bin it, kill it' guidance. If pupils sneeze or cough they should cover their mouth with a tissue and put this straight into the bin. They will then wash their hands.
3. Pupils should avoid touching their mouth, nose or eyes.
4. Water bottles, food, and sun cream must not be shared.
5. No items can be brought to school from home without permission other than a coat, school bag and equipment and packed lunch.

Any child breaching these rules will be dealt with in accordance with the sanctions in our behaviour policy. If breaches of the rules are persistent and/or have the potential to put other children or staff at risk, they will be dealt with in accordance with our sanctions for severe behaviour.

**Severe Behaviour:** Any child caught intentionally spitting or coughing towards another child will be dealt with in line with our policy for severe behaviour:

- Senior member of staff to be informed and to deal with the incident (restorative approaches to be used)
- Parents to be notified
- Internal/External exclusion at discretion of head teacher We acknowledge that some children have additional needs which may cause them to behave inappropriately. However certain behaviours are not tolerated and could lead to a severe consequence such as an exclusion.