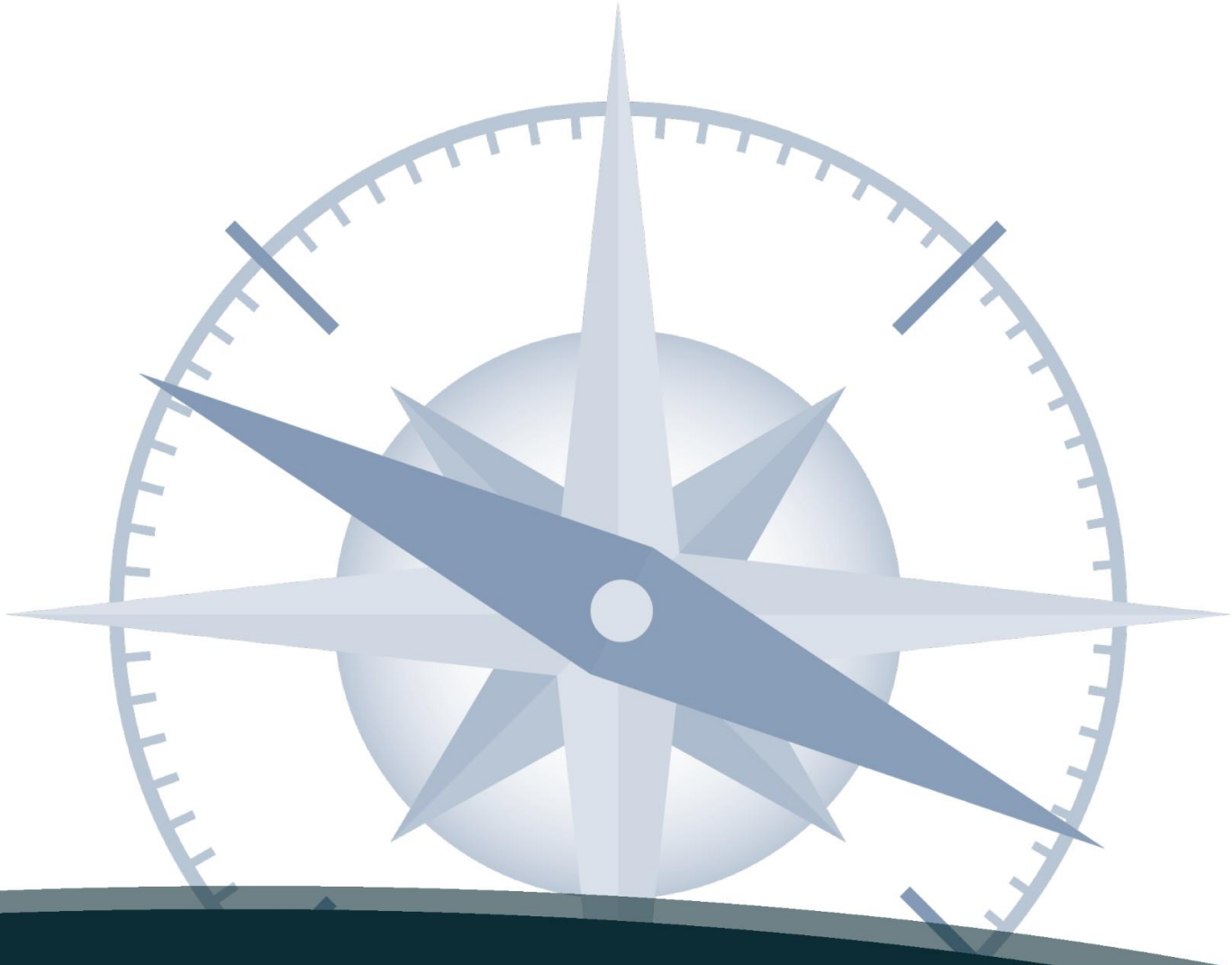

Behaviour & Relationships

THE COMPASS

PARTNERSHIP OF SCHOOLS

Monitoring, evaluation and review

The Board of Trustees will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This Policy will be reviewed by the Board of Trustees on an annual cycle.

Adherence to the policy will be monitored by the school's local committee.

Policy adopted:	Autumn 2025
Other related Policies	Positive Handling & Restrictive Intervention Suspension and Exclusion Safeguarding SEND Online Safety
Next Review:	Autumn 2026

This Policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- KCSIE
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

This Policy Aims to:

- support the implementation of a consistent approach to behaviour and expectations
- define what we consider to be unacceptable behaviour, including bullying
- summarise the roles and responsibilities of those within the school community
- outline strategies used to promote good behaviour and relationships
- ensure that any consequences issued are applied justly and fair

Rationale

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for teaching and learning. When children and young people feel included, respected, safe and secure, where their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.

The culture we create within our schools is everyone's responsibility. Each member of the school community has their part to play to support our children in developing our shared values and ethos. How we behave can be learnt like any other skill. The most powerful tool we have to support children with this, is to model behaviour we see as desirable, consistently and intentionally.

This policy draws on current thinking and practice relating to relationships and behaviour; a key factor in enabling pupils to achieve personal growth and reach their full potential.

'Good behaviour in schools is central to a good education. Schools need to manage

behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

Behaviour in schools guidance 2022

Key principles of our approach:

- **School leaders are responsible for establishing a culture of good behaviour;** whereby all adults understand their role in establishing and maintaining systems, structures and routines.

- **Putting relationships first.** Creating a culture and climate that fosters connection, inclusion, respect and value for all members of the school community

- **Being 'fair' is not about everyone getting the same** (equality) but about everyone getting what the need (equity)

- **Understanding behaviour is a form of communication**. Both adults and children use behaviour to communicate throughout every minute of every day. More often than not negative behaviour in children manifests out of frustration at either not understanding the situation, or being unable to verbally express their wants, needs and feelings.

- **Taking a non-judgmental, curious and empathetic attitude towards behaviour**. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that drive certain behaviour, rather than the behaviour itself.

- **Maintaining clear boundaries and expectations around behaviour.** In order to help children feel safe they need both nurture and structure. Children need predictable routines, expectations and responses to behaviour.

Compass Schools aim to:

- provide a happy, secure, inclusive and caring environment, where all feel valued and a sense of belonging
- celebrate all success
- ensure that each individual realises their full potential
- provide inclusive support systems which promote personal, social and emotional development

Our agreed aims which are crucial to the success of this policy are to:

- be consistent with how we carry out our approaches to behaviour and relationships
- treat children fairly, but not the same, considering individual needs and challenges
- communicate well as professionals to support the children in our school
- build strong relationships
- have high and attainable expectations
- ensure our approaches to behaviour and relationships are meaningful and positive
- work with all parents/carers to support children's learning and development

Our policy is underpinned by our individual school values:

Rights, Responsibilities and Expectations

We all have the right to feel safe, happy and respected. This applies to every member of our school community – children, staff, parents and visitors. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour.

Curriculum

The Compass Curriculum aims to support children to be confident, independent and inquisitive learners, who develop an understanding of the world – past, present and future. Our curriculum aims to support children to reason, construct meaning, connect and assert with increased confidence. It is through our curriculum that we develop children as well rounded, respectful citizens who will impact positively on the world around them.

"Tell me, I may listen. Teach me, I may remember. Involve me, I will do it."

Chinese Proverb

A behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. We aim to ensure our children know and understand what is expected of them and as with all elements of the curriculum. Our school values and expectations outline our expectations clearly.

If we want to achieve consistency it is imperative that staff, children and parents have a shared understanding of our school expectations.

In our school we expect children to:

- Try their best and persevere in every aspect of learning.
- Ask for help when unsure.
- Show respect and consideration of others and their property.
- Be supportive towards others and their learning.
- Show good listening.
- Wear appropriate clothing to school.
- Line up calmly and quietly.
- Use inside voices in the classroom or around school.
- Behave well when travelling to and from school and on school trips. Recognise that the school is part of the wider community.
- Show respect to all school staff and visitors.
- Show respect for the school building and facilities.
- Tell the truth.
- Behave sensibly and calmly at points of transition e.g. assembly, breaks and lunchtimes.
- Maintain behaviour expectations when off the school premises.
- Report any incidents or language of a discriminatory nature to school staff.

Our home school agreement serves to ensure we develop shared expectations between home and school.

Roles and Responsibilities:

To demonstrate an understanding of the school's values

Children will:

- follow school expectations
- show good learning behaviours
- behave well when travelling to and from school and on school trips
- recognise that the school is part of the wider community
- take responsibility for their own actions
- respect difference and individuality
- ask questions to further knowledge and curiosity

All staff will:

- be positive role-models
- develop positive relationships with every child
- treat pupils as individuals, get to know pupils and respect them
- understand the impact of trauma and negative life experiences
- understand risk and resilience factors that can impact on children's behaviour and wider inclusion
- use restorative approaches to resolve situations of conflict and provide meaningful solutions for all
- develop an understanding of what children are trying to communicate through their behaviour
- promote intrinsic motivation by reinforcing success and praising children's positive behaviour
- Believe by recognising their strengths that every child has the ability to learn and achieve.
- create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- ensure all children have a voice and that their opinion is respected
- engage positively with parents / carers
- realise that success does not always come instantly
- be consistent
- be reflective and adaptable
- be punctual
- have well prepared lessons which engage and enthuse children
- ensure information regarding children is shared in the best interests of the child whilst maintaining confidentiality
- ensure that incidents are recorded and reported
- ensure that the relevant supportive strategies/interventions are in place to support communication and positive behaviour management
- Model positive relationships

Senior Leaders will:

- model expectations
- lead on the development of a culture of positive behaviour and relationships
- visit classes
- analyse data related to behaviour, using data to inform school improvement planning
- ensure key staff are kept updated and informed relevant pupil information, whilst maintaining appropriate confidentiality
- issue meaningful consequences when required
- ensure training have suitable support and professional development to implement this policy successfully

Parents / Carers will:

- be positive role-models for their children
- ensure their child arrives to school on time
- ensure that their child is wearing the correct school uniform and has the appropriate equipment
- ensure that their child has something to eat and drink before school
- attend any scheduled meetings regarding their child
- work in partnership with the school to share concerns and resolve issues positively
- inform the school if there is anything that that could affect the child's learning / behaviour

The Trustees and Local School Committee will:

- review and approve the Behaviour and Relationship policy
- review the implementation and effectiveness of the Behaviour and Relationship policy
- analyse behaviour data presented to them.

Recording behaviour

Incidences of behaviour are recorded on Bromcom using the Levels of Behaviour chart (see page 16). This data is analysed termly by senior leaders and presented to governors termly. Data is used strategically to consider wider school curriculum and resource implications, alongside individual and group support intervention requirements.

Our Approach to Relationships and Behaviour

"People are born with intrinsic motivation, self-esteem, dignity, curiosity to learn, joy in learning."

W. Edwards Deming

We are committed to improving relationships and behaviour within school. We firmly believe that the reward should be the fulfilment and feeling children experience when they experience success or by doing the right thing. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships.

"If you constantly reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour".
Paul Dix

On occasions, we need to respond to behaviour that does not meet our agreed expectations and we do this in the following ways:

1) Use de-escalation techniques to prevent and diffuse situations before they arise.
2) Anticipate situations which might be difficult for some individuals and teach them coping or exit strategies
3) Use a restorative approach where specific questions will be asked in order to address the incident and find meaningful, positive solutions for all involved.
4) Where there may be more complex reasons behind behaviours being displayed, seek specialist advice from professionals with appropriate expertise within or beyond the school.

Relationships – Establish - Maintain - Restore

Establish	**Maintain**	**Restore**
Intentional practices to cultivate a positive relationship with every child. build trust, connection and understanding. Greet children as you meet them/pass them, addressing them by name and making eye contact. Notice things about children and bring this to their attention.	*Make efforts to prevent relationship from diminishing over time, continue with positive interactions.* Recall previous conversations surrounding interests of the pupils and show that you keep them in mind by referring to them Engage in conversations and share experiences surrounding their interests.	*Intentionally repairing harm to the relationship after a negative interaction.* *Reconnect, repair and restore.* Make time to repair relationships on a 1:1 basis. Provide a quiet space to reflect and support the child. Provide scaffolds and reassurances you are there for the child during difficulties.

Engage in conversations surrounding interest to find out more about them. Engage with them at play times and lunch times Set clear expectations and boundaries from the outset, ensuring consistency.	Be consistent with boundaries and expectations. Provide time and understanding - keep to times allocated to particular children, do not let them down.	Ensure you provide time to re-engage with the pupil, join them at playtime or complete an activity that you both enjoy. Give the child a fresh start every time they need, do not revisit previous behaviour. Explain next steps

The Classroom

Adults should implement routines for transitions, such as the end of a lesson, before lunch, after break, tidying up etc. This will ensure children are aware of what is expected of them and will reduce the likelihood of any unwanted behaviour. Children should be taught the routines of the classroom, so they are familiar, and the children feel safe.

Entry and Exit	Learning starts at the classroom door; a well-established routine supports the development of consistent expectations.	Adult positioning – Stand in doorway to ensure both corridor and classroom are in view Reinforce expectations of calm, silent transition Ensure children line up and leave in groups
Organisation	A well - organised classroom models the expectations of children and enables children to take responsibility for their environment.	Ensure resources are well organised and accessible Use a visual timetable to support Ensure seating enables children to work effectively: • Can you move around the classroom? • Can you see children's faces? • Can they see you? • Can everyone see the board? • Can the children see one another? Ensure end of lesson expectations for tidying up; ensure you allow a few minutes to achieve this. Develop a well-rehearsed method for gaining attention – clap, count down, chimes etc.

Teacher Positioning	Non-verbal communication is key to establishing effective routines and expectations, so the position of the teacher is key.	Try not to stand or sit with your back to any children, enabling you to identify appropriate and inappropriate behaviours immediately and respond appropriately. When using a board, write on an angle to have a full view of the classroom. Use gentle touch to ensure children know you have them in mind 'The look, nod, wink' are all powerful non-verbal tools to both discreetly reinforce positives and deter unwanted behaviours. Model how you sit, good posture, eye contact etc

Restorative approach - Reflect, Repair and Restore

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour', a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others, and seek ways to bring about resolution and restoration.

A restorative approach following an incident brings together the harmed and the wrong doer. All people affected by an incident should re-visit the experience by retelling and talking about the incident. Where possible, together, they should negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

A restorative approach is highly effective because it:
- transforms wrongdoing into a learning opportunity
- supports the needs of the 'harmed'
- creates obligations and support for 'harmers'
- encourages a school-wide culture of mutual respect and care

Restorative Interventions take the form of:
- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles

Consequences

"If you want to establish true consistently over time, how and when you follow up is the crucial element"
Paul Dix

A consequence is something that logically or naturally follows from an action. There are two types of consequences:

- Protective consequences: removal or freedom to manage harm.
- Educational consequences: the learning, rehearsing or teaching so that the freedom can be returned

In some cases, it is not always appropriate to follow up an event with a consequence. Consequences are not punishments and they are about reparation and 'righting the wrong'. For some children, the conversation you have with will be sufficient where you can see that they have understood and will change their behaviour moving forward.

All consequences must be logical and must make links to the incident. Not all children will be able to apologise and this could be a trigger for further behaviour, with the support or parents and carers, children will need to find ways to make the situation 'right'.

Other consequences that may be used if a restorative approach is deemed to be inappropriate:

Low-level behaviour responses – in consultation with class teacher
- Loss of play time
- Time out in class

Medium level responses - in consultation with senior leaders
- Letter/conversation with parents
- Time out with member of SLT
- Possible referral to Inclusion leader

High Level response in consultation with headteacher/deputy
Sent directly to the Headteacher
- Appropriate consequences issued
- Possible referral to Inclusion leader
- Possible referral to outside agencies
- Implementation of strategies to support long term behaviour change

Levels of Behaviour

The chart below outlines examples of behaviours and responses. Whilst the aim is to provide some degree of clarity, it is important to remember that we are dealing with individuals in unique situations. The relationships you develop with children will enable you to know how to best intervene with them in a fair and consistent way.

	Behaviour	**Approach**	**Follow up**
Low Level	Example: • Out of seat • Calling out • Interrupting other pupils • Silly noises, actions • Fiddling with resources • Talking to other pupils · • Pushing in line • Running in school	• Praise of other children • Eye contact (stern stare, raised eyebrow etc) • Assertive body language • Name/pause technique • Frown • Being close and whispering a firm reminder • Direct to seat • Quiet unobtrusive 'can you show me your learning/ other distracting conversation?' • Reassuring touch • Humour Distracting and deflect away from the behaviour. 'Jo can you pass me…' Reminding the pupil what they should be doing, using positive phrasing. • Walking, thank you. • Stay seated in your chair, thank you. « Limited choice • Put the pen on the table or in the box. • Are you sitting on your own or in a group? Tactical ignoring.	Logging of incident not required Discussion and conversation away from the incident to determine any underlying causes for the behaviour If repeated several times behaviour may move to mid-level response

Mid level	Beginning to Challenge - Example: Continuing low level behaviours from step despite warnings Not completing reasonable amount of learning in a set time due to behaviour Deliberate disruption, creating a disturbance, e.g., trying to distract other pupils Lying or refusing to take responsibility for actions when they have been witnessed · Deliberately throwing small objects to cause disruption Late back to class without reasonable explanation Being silly in the toilets. Refusing to follow adult instructions. Leaving the classroom without permission (once). Swearing (not directly at an individual)	Use strategies as above Plus: Disempowering the behaviour You can listen from there. Come and find me when you are ready to talk Ask the child to spend a short period of time in parallel class to reflect Time away from game if playtime	Behaviour recorded Inform class teacher and relevant staff members. Discussion and conversation away from the incident to determine any underlying causes for the behaviour (this could be pupils or parents/carers). Restorative conversation Class teacher to notify parent/carer by telephone or in person. Possible discussion with SENCo/Inclusion lead Agree appropriate consequence Complete missed learning in own time (if required)

High level	Serious and deliberate Example: · Recurrent medium level behaviour Deliberately throwing objects with the intention of causing harm. · Deliberately hurting someone Damaging school/other child's property Leaving class without permission – repeatedly. Repeated refusal Verbal abuse Prejudice related incident.(First occurrence) Bullying (first Occurrence) Directed offensive language, including swearing. Stealing.	Use strategies as above. Seek support from senior leadership team. Use the de-escalation strategies	Behaviour recorded Report to Senior Leader Restorative conversation once the child is calm after the incident. Senior leader to agree and implement a meaningful consequence. Senior leader to notify parent/carer by telephone or in person. Possible referral to the /SENCo. Consideration of Individual behaviour support plan or risk assessment Review individual behaviour support plan if already in place

Crisis Level	Very Serious - Behaviour is creating a health and safety risk Example: Running out of school and leaving the school grounds. Intentional physical harm to other children · Throwing/kicking large objects at someone or around the room to cause harm or damage Serious damage to school property or someone else's belongings. Verbal abuse to any staff Serious theft, e.g. taking money or a mobile phone from an adult's bag · Persistent bullying · Intentional prejudice behaviour	Use strategies as above. Plus Seek support from the senior leadership team . Use the de-escalation strategies Encourage the pupil to move to a "safe place". Watch the pupil from a distance if they are safe Change of adult ***If the children is at risk of immediate danger to self or others and is not responding to other strategies, Physical intervention may be required. This must only be used as a last resort. See Positive Handling Policy***	Behaviour is recorded Must involve Head Teacher or Deputy immediately Restorative conversation once the child is calm after the incident. Headteacher/Deputy to agree appropriate sanction Internal class suspension at the very least Possible suspension Consideration of appropriateness of school placement Headteacher/Deputy to meet with parent Refer to SEMH and part time timetable guidance

Managing unacceptable behaviour – de-escalation

The vast majority of our children behaviour well and behaviour is managed within the classroom.

On the rare occasion that we do have to deal with behaviour that is considered unacceptable and is escalating, staff need to use de-escalation strategies to minimise the risks and reduce the behaviour response. To support this we will ensure our body language is as follows:

- Pupils are outside of an outstretched arm.
- Good distance between adults and children.
- Adults have a sideways stance.
- When in a room, leave the door open.

When approaching a child who is demonstrating the unacceptable behaviour, the following de-escalation script should be used, in any order as appropriate, after addressing the child by their name.

Script	Additional Information
Address the child by their name I see you _____.. Are you feeling …(angry)? I can see that you are… (angry). What are you …(angry) about? So you're …(angry) about _____. Is that right? What do you want? What have you tried? .How well has that worked?. What else are you willing to try? Will you let me know how it goes?	Identify the behaviour that indicates the student is emotionally escalated Inquire if you interpret the observed behaviour correctly. Affirm what the student says. Enquire why the pupil is feeling that emotion. Restate what you heard to verify your understanding and demonstrate that you are listening. Assist the pupil in identifying what options are reasonably available. Guide the student through a process of self-reflection Help the pupil assess their progress in dealing with the situation Provide alternatives if the pupil is struggling with identifying other ways to deal with the situation- students chooses the next step. Follow up with the student in appropriate amount of time; this will build trust.
Do Not	**Do**
Force a pupil to talk De-escalate in an overly public manner Tell a Pupil how they are feeling Get hung up on the flow of script Be sarcastic React if you feel attacked by what the pupil says Tell a student what to do Blame a student for the situation Continue doing or saying anything that seems to escalate the situation Argue with a student	Get to know your pupils and know what might lead to or provoke an escalated response Stay calm when engaging in verbal de-escalation Allow the pupil some cool down or processing time during the verbal de-escalation- provide wait time and check back later

Use of Restrictive Practice:

Any restrictive practice, including restrictive physical intervention, used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted. There is no legal definition of legal force. However, there are legal justifications for the use of force such if the child is in danger of hurting themselves, endangering the safety of others (both pupil and staff,) are disrupting the prejudicial good order of the classroom or are destroying property. The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent. Our Positive Handling and Restrictive Intervention policy sets out policy and practice in relation to the use of reasonable force within our school.

Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

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

Prohibited items:

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

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

Searching a pupil

If not an immediate health and safety risk, the parent will be asked to attend school to be present during the search. If parents are unable to attend within a reasonable timescale, school will continue the search as per outlined.

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

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

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher or designated safeguarding lead. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

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

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

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

- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

The authorised member of staff can use reasonable force to search for any prohibited items.

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

Outer clothing includes:

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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

Parents will always be informed of any search for a prohibited item. If parents are not in attendance a member of staff will inform them them as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances. The role of the appropriate adult is outlined here Guide for appropriate adults - GOV.UK (www.gov.uk)

The appropriate adult will:

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

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

Care after a strip search

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

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

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

Suspensions and Exclusions

As an inclusive group of schools, suspension or exclusion is only ever resorted to when it is the final option. Only the Headteacher has the power to exclude a pupil from school.

Suspensions can be:

- Internal – the child remains in school, but this is away from their class in an office or another classroom for a fixed period of time
- External – the child remains at home for a fixed period of time

An exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with the CEO and Chair of Trustees

See the Trust 'Exclusion and Suspension policy' for further detail

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information

Children with SEND

There may be occasions in which children require extrinsic rewards as a scaffold to support the development of motivation and good learning behaviour. These are implemented in consultation with the SENCO and are implemented as part of a wider behaviour support plan.

Children with cognitive and physiological difficulties are more likely to need support with emotional regulation and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors (Aird 2017). Responses to these difficulties should be supported and planned as part of a multi-professional approach within schools.

We recognise that some children may respond to their 'flight instinct' when experiencing a stress response. Some children may require time to regulate and reflect before discussing and resolving an issue.

Training

- Behaviour and relationships training forms part of continuing professional development
- Induction procedures includes the implementation of this policy
- Identified members of staff have undertaken accredited positive handling training which looks at the theory behind behaviour as well de-escalation strategies which includes the use of restrictive practice.

Summary

Our ultimate aim is that every member of our school community feels: safe, happy and valued. Every member of the community must feel that they belong. We encourage everyone to take responsibility for their actions and feel that the ability to resolve conflict is a vital part of a child's learning process.

Whilst the aims and values of this policy are fully supported by staff, additional or other policies and procedures may be in place in order to ensure best practice in meeting the complex needs of the children on role.

Appendix 1: Home/School Agreement

Home and School Agreement

The School is committed to

- Creating a happy school and an environment where children, staff and families feel safe and supported
- Providing opportunities for parents and carers, and the local community to take an active and supportive role in the life of the school
- Providing an enriching curriculum which recognises that children develop in different ways and at different rates and encourages them to achieve their full potential
- Provide children with homework activities appropriate to their needs and abilities
- Keep families fully informed of their children's progress through Parent/Teacher Interviews (PTIs), workshops, open evenings and informal meetings
- Keep families up to date with news and events at school through a weekly newsletter
- Actively liaise with the families of children with additional needs
- Deal with any concerns promptly
- Contact families immediately when children have not arrived at school unless a parent or carer has phoned the school to explain absence
- Ensure that all school policies are available for parents to read (online or paper copy if requested)

The family is committed to ensure

- That children arrive at school ready to learn (having had breakfast and a good night's sleep)
- The children are in school by promptly
- The children are suitably dressed for school according to the weather
- The children attend each school session
- They will phone the school on every day of absence when their child is unwell
- They will read and support the school policies found on the school website
- They will try to make time to read to their children everyday
- The children bring their school bag with them every day
- The children complete the homework activities provided by their teachers
- They deal with the school staff calmly and respectfully
- They keep in regular contact with the school and let the school know if there are any problems or major life changes
- They attend all Parent/Teacher Interviews
- They, and any other carer, respect the legal restrictions on parking outside the school
- The children are collected promptly at the end of the day
- They advocate the school's restorative justice approach to dealing with incidents

Signed by Parent/carer _____
Signed by _____ on behalf of the school
Date: _____

Appendix 2 : Restorative Justice

The Restorative Justice questions:

Establishing the past	**What happened?** *(where, who was present, what was said or done)* **What were you thinking/feeling at the time?**
Establishing the present	**What do you think and feel about it now?**
Reflection and establishing the future	**Who else has been affected?** (explore all possible affected people, parents, peers in class, teachers, etc) **What do you need to happen in order to fix this and move on?** **How can we repair your relationship?**

Additionally, where any mediation is to take place adults should ensure the following structure:

- The harmer admits their wrong doing
- Ask all parties if they wish to participate
- Risk assess if it is safe to bring all participants together
- A private and safe room must be used
- How are they bring children to the meeting (all together, harmer(s) first or harmed first)?
- Seating arrangements, especially if it is a large group
- Reflective sheets should be filled and discussed prior to group conference
- Mediators must remain impartial during the whole process

Explain rules / format

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents if required)
- Be aware of any matters regarding safeguarding
- If young people do not follow rules or are still/become angry, stop mediation!

Restorative Conversations:

This is the starting point for all restorative processes. The conversation will involve one-to-one dialogue. The role of the adult is to demonstrate good active listening, helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves, using 'RJ questions' as a guide for the dialogue. In this type of conversation, as with others e.g. mediation, it is important for the adults to remain impartial, with a positive

active listening and body language.

Restorative Conferences:

These occur in response to issues in a whole class or as a resolution chosen during a restorative conference. This includes all class members who are willing to participate. The conference involves all working together with a neutral facilitator (e.g. SLT / another teacher) to resolve conflict, repair relationships and move forward. The conference follows 'RJ Questions'. Teachers should make SLT aware that they want to have a class conference and they will either facilitate the conference or provide cover to enable another teacher to facilitate the conference. Written agreements may be developed to summarise the agreements set out at the conference

Problem Solving Circles

These don't have a formal structure (do not follow a script). They may be used with a class or a small group and may focus on a general difficulty as well as a particular incident.