

**“Learning and achieving in a caring community”**

**‘Do to others what you want them to do to you’ Matthew 7:12**

**Ann Edwards Church of England  
Primary School**



## **Behaviour Policy**

### **September 2022**

Links to other policies / To be read in conjunction with:

Child Protection/ Safeguarding Policy

Reviewed & Ratified:	September 2022
Next review:	September 2023
Governing Body:	Headteacher

## Introduction

Our vision of 'Learning and achieving in a caring community' underpins everything that we strive to achieve at Ann Edwards C of E Primary School. Our Biblical links to The Good Samaritan and The Golden Rule of 'Do to others what you would want them to do to you' (Matthew 7:12) help us to live out our key values of respect, service, perseverance and inclusivity, offering support and guidance when making decisions in our daily lives and impacting our behaviour choices.

Good behaviour and discipline provide a foundation for the establishment of a secure, orderly and happy environment in which children can learn effectively and develop as caring, reflective and responsible members of the community.

## Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To show all children what constitutes good behaviour so that they understand what is expected of them and enable them to respond accordingly.
- To involve pupils, parents, staff and governors in maintaining high standards of behaviour.

## Objectives

To encourage pupils to:

- Be courteous to each other, staff and visitors.
- Take responsibility for their actions and understand the consequences (according to age and maturity).
- Learn to relate well to peers and adults.
- Develop self-esteem and mutual support.
- Develop self-discipline to be able to regulate their behaviour accordingly.
- Develop self-confidence.
- Demonstrate co-operative habits of work and play.
- Be honest, open and fair.
- Be respectful of others.

**The key elements of our behaviour management policy are as follows:**

- Roles and responsibilities.
- Code of conduct.
- Home school partnership.
- Pastoral support.
- Rewards and sanctions.
- Anti-bullying guidance.
- Off site behaviour
- Responding to misbehaviour from pupils with SEND
- Confiscation and Searching
- Malicious allegations.
- Pupil transition

## **Roles and responsibilities**

### **The Governing Board**

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix A).

The Governing Board/committee name will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

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

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

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Should disagreement between home and school remain after a period of negotiation, the headteacher will have the final decision on the provision for the child

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix C for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

### **Parents and Carers**

Parents and Carers are expected to:

- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **Codes of Conduct**

### In the classroom:

- At the beginning of each year teachers will negotiate a set of positive ground rules with the class which are practicable and understood by the children that enable all pupils to be able to learn.
- These rules will be displayed prominently in the classroom and reference made to them when necessary.
- Children who respect the rules will be praised. Sanctions will be applied against those who consistently disregard the rules, to ensure they accept responsibility for their own behaviour. Unacceptable behaviour along with any safeguarding issues will be recorded through the use of CPOMS so incidents can be weekly monitored for any occurring patterns (See Appendix B). Staff who do not have access to CPOMS will record incidents on a school ABC behaviour recording sheet (See Appendix C). Children and Staff may be asked to write up witness statements to ascertain as much information about the incident (see Appendix D).

### In the playground:

- Children must remain within the given boundaries for their own safety.
- Children must co-operate with the staff on duty to ensure that everyone is able to enjoy a happy, safe play-time.
- Anti-social behaviour is discouraged. Play fighting is not allowed or encouraged.
- Sanctions are applied to children whose behaviour is unacceptable.

### In the dining hall:

- Children are expected to abide by the behaviour code for lunch-times, designed for safety and wellbeing of everyone in school.
- Co-operation with the midday supervisory staff is essential to ensure lunch-times run smoothly.
- Persistent unacceptable behaviour may result in a child being sent home for lunch.

## **Home School Partnership**

The school places considerable value and emphasis on working with parents to support their child's learning and development.

## **Pastoral Support**

With parental consent, the school provides pastoral support for individual children who have specific needs. These could be due to family upheaval, bereavement, anxiety or bullying for example. We ask parents to keep us informed of circumstances which may cause pupils to be upset or which may have an impact on their performance in school.

Guidance from outside agencies is sought when dealing with particularly sensitive issues. Where appropriate, peer support may be sought in helping pupils overcome emotional difficulties.

As a school, we have created a 'safe space' for children to use in times of emotional and behavioural crisis to help diffuse and calm situations. To help pupils regulate their emotions and how they are feeling, we refer to the 5 point scale for regulation. Pupils can use the safe space as a means of managing their own behaviour, by requesting time in it when they recognise their emotional levels are rising on the 5 point scale.

## **Rewards and Sanctions**

At Ann Edwards School we have an agreed system of rewards and sanctions that is consistently applied across the school. Appropriate stickers and certificates are given by all staff, for social and academic achievement.

Rewards: Teaching and non-teaching staff welcome opportunities to praise individuals or groups for behaviour, helpfulness and effort as well as academic achievement. In EYFS and KS1, pupils can earn recognition for their good behaviour or achievement by moving up onto the rainbow or pot of gold on their class behaviour chart.

In Key Stage 2:, pupils can earn Dojo points which are shared with parents too.

In Y2 upwards, for exceptional behaviour or achievement, pupils can earn raffle tickets with the chance of their name being chosen randomly at the end of the day for a special prize.

Gold Book: Gold Award Certificates for specific achievement are presented in Gold Book Assemblies on Fridays. Two children from each class can be put into Gold Book each week, for achieving well academically, socially or by showing emotional support to others following our school's values.

Golden Time: Is a consistent reward system that is linked to the positive reinforcement of our class rules and school values. It is based upon a democratic system where all children have an automatic right to the same privileges. These privileges are kept and celebrated by keeping to the class rules and our school values throughout the school week.

Golden Time is given at the same time each week, or changed for an alternative day if there is a clash due to an event on the timetable to ensure it is given its allocated time and status.

Golden Time is a celebration of upholding our class rules and school values. Special activities are signed up to at the start of the week that the children have chosen to do with the understanding that there are consequences for their actions if they break their class rules or school values. This helps children learn about the difference between positive behaviour and keeping to the 'golden rules', and disruptive or unhelpful behaviour that stops everyone moving forward.

Research tells us that the removal of a privilege or treat is the best sanction or consequence, and therefore along with our Behaviour Staircase used as a visual warning system, minutes of Golden Time may be taken away for persistently breaking the Golden Rules. 5 minutes is lost each time a child moves up on the Behaviour Staircase, if after receiving a yellow warning card do not improve or change their behaviour. If they reach the top of the staircase all Golden Time privileges are lost for that week. Precious Golden Time minutes may be earned back (only up to half the time to be fair towards the children who have been exemplary all week) through negotiating opportunities for the child to demonstrate putting into practise our class rules and school values.

From Better Behaviour through Golden Time by Jenny Mosely:

### Losing and gaining Golden Time flow chart



The teachers may use some or all of these strategies in the course of their everyday management of behaviour:

Low level behaviour management strategies	Positive strategies that are used
Reinforcing behaviour expectations Positive reinforcement The look! Proximity Refocusing / diversions Simple directions Rule reminders Non-verbal signs Giving a choice Giving a warning of a consequence- Yellow Card Out-of-class 'time out'	Catch them being good Non-verbal approval Verbal approval / acknowledgement Smiley faces / stickers/Dojo points/raffle tickets Certificates given in assembly Send to colleagues for praise Send to headteacher for praise Peer praise Sharing of success with parents

Some of the ways in which Ann Edwards School encourages respect for others are:

Circle time: developing the ability to express and share feelings.

Role play: encouraging the development of listening skills and ability to empathise with others.

Reminders of our vision and The Golden Rule- 'Do to others as you would have done to you'

We have devised a 'Behaviour Staircase' for KS1 and KS2, to be followed when unacceptable behaviour/s occur in the classroom (see Appendices). It stems from praising and rewarding good behaviours, though also highlights a progressive sequence of actions the class teacher and all staff follow for the particular pupil/s demonstrating unacceptable behaviours, which are likely to be distracting others and preventing individuals from learning. This is also linked to the children's' privileges of Golden Time whereby 5 minutes is lost each time a child moves up on the

Behaviour Staircase. If they reach the top of the staircase all Golden Time privileges are lost for that week. Precious Golden Time minutes can be earned back (only up to half the time to be fair towards the children who have been exemplary all week) through negotiating opportunities for the child to demonstrate putting into practice our class rules and school values.

Staff and children have also developed a flowchart for the management of behaviour incidents, which is included in the appendices. This staged process supports children's spirituality and behaviour through providing opportunities for a child to reflect on their behaviour, emotions, the effect on others and how the situation can be used as an opportunity for growth.

Should the school feel a child is not responding to the various sanctions outlined in this policy, including meetings with parents and reflection times at break-time/lunch-times then the school will adopt Gloucestershire County Council's 'Exclusion Policy' and follow accordingly. Depending on the severity of an incident, or following a period of persistent disruptive behaviour (which could take place on one day), the headteacher may implement a suspension (previously known as 'fixed-term exclusion) or a permanent exclusion (expulsion).

**Anti-Bullying Guidance:**

All aspects of behaviour management and approaches to tackling bullying and hate are linked to our Christian values and vision which was drawn up in consultation with children, staff and other members of our school community. The Golden Rule – Do to others as you would have done to you, allows children to reflect on how they would feel, putting themselves in others shoes; thinking through their actions. Our chosen Biblical Story of The Good Samaritan – links to our inclusivity and key value of respect to others, reinforcing how we are all equal and should be treated so without discrimination.

At Ann Edwards School we regard bullying as particularly serious and always take firm action against it. We encourage children to work against it and to report any incidents of bullying. We are aware that bullying can take on a physical, verbal, emotional or sexual form, carried out by an individual or group. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<ul style="list-style-type: none"> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **Strategies and procedures for dealing with bullying**

Prevention is better than cure, so at Ann Edwards we actively:

- Encourage the caring, nurturing side of children through provision of nurture group and counselling, where required.
- Work for a caring, co-operative, tolerant ethos.
- Discuss friendships; help children to see others' point of view - how would you feel if...?
- Ensure adequate supervision on playgrounds.
- Discourage bullying; stress that watching and doing nothing is supporting bullying.
- Challenge any racist or sexist language.
- Reward non-aggressive behaviour in school.
- Make it clear to parents the unacceptability of bullying behaviour e.g. do not retaliate.

Procedures for dealing with incidents of bullying:

- All staff listen to children's concerns and take them seriously.
- All complaints are reported first to the class teacher and to the headteacher if appropriate. All incidents of bullying and discussions with children are recorded on an incident form; the children see this happening. A copy of the form is given to the headteacher.
- Initially, the bullied child and the bully are not interviewed together. They may be brought together at a later stage as the situation is 'moved forward' and with the bullied child's permission.
- Parents of both the bullied child and the bully are informed that the incident has taken place. Their support is sought in avoiding a recurrence, by monitoring the situation at home and keeping the school informed.
- Pastoral support is provided for both the bullied child and the bully. The bullied child needs to raise self-esteem and confidence; the bully needs to co-operate rather than compete with others. We concentrate on finding solutions rather than looking for reasons.
- The relationship of the children involved is closely monitored by the class teacher with the support of midday supervisors at lunch-times.
- In the event of a serious incident, the appropriate members of the governing body are informed.
- E-Safety and workshop support to inform pupils and parents of strategies to understand and deal with cyber-bullying

### **Guidance for Parents**

- Don't give permission for bullying by saying any of the following things:
- "Boys will be boys" or "Girls will be girls".
- You must have done something to deserve it.
- Go and hit him back.
- Don't be a wimp.
- It's all part of growing up.
- Take it like a man.
- You must learn to look after yourself.

- Give her a taste of her own medicine.
- Don't tell tales (- if it proves to be a consistent complaint).
- Or any other similar comments

Encourage your child to discuss their concerns with their class teacher. If the concern continues, discuss it yourself with the class teacher or Headteacher

### **Child on child sexual violence and sexual harassment**

In the event of any incidents relating to sexual violence or sexual harassment, the school will refer directly to Part Five of the DfE's 'Keeping Children Safe In Education' statutory guidance (September 2022) and Local Authority advice when dealing with such allegations.

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

Sanctions for sexual harassment and violence may include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

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.

### **Off Site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Responding to misbehaviour from pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches may include:

- Short planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understand conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Confiscation and Searching –**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school identifies as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;<sup>4</sup>
- fireworks; and
- pornographic images.

### **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.

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

### **Searching a pupil**

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 any 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.

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, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. 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 or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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 member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the pupil is refusing to comply. The authorised member of staff 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 identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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 for prohibited items (listed in section 3) and items identified in the school rules.

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 in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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, including any sanctions that have been applied to their child
- 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 at least 1 of 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

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

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, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by 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 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.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. If this is not found to be the case, then the headteacher will consider which options should be deployed, including internal exclusion suspension or permanent exclusion (see behaviour incident flowchart: appendices).

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

### **Positive handling**

Ann Edwards CE Primary School is committed to the 'Team Teach' approach to Behaviour Management. Team Teach is committed to the term 'Positive Handling' which refers to a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation. Team Teach restraining techniques will only be used as a last resort when all other strategies such as distraction or diversion techniques have failed.

### **Team Teach**

There are several members of staff trained for Team Teach at Ann Edwards CE Primary School. Team Teach's aim is to enhance quality teaching, effective learning and personalised caring, by increasing staff confidence and competence, whilst promoting and protecting positive relationships. Team Teach's method is to provide training for child and adult services in positive behavioural strategies, designed to reduce anxiety, risk and restraint. Staff who are trained in this form of behaviour management (including de-escalation and physical intervention) renew their training every three years. The term 'reasonable force' may be used to describe this physical intervention.

What is 'reasonable force'?

- The term 'reasonable force' covers the broad range of interventions that involve a degree of physical contact with pupils.
- All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:
  - Causing disorder
  - Hurting themselves or others
  - Damaging property
  - Committing an offence
- Force is usually used either to control or restrain. 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.
- 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.

- School staff, whilst using TeamTeach restraint techniques, will always try to avoid acting in a way that might cause injury to the pupil and themselves, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **When reasonable force may be used:**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 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.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

- 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.

Pupil voice will be collected if Team Teach has had to be used to record their views on how they felt. All incidents classed as having required use of reasonable force are recorded in a bound and numbered book which is reviewed by the headteacher. On occasions where the headteacher has been required to use reasonable force, the deputy headteacher will review the incident log.

#### **We do not:**

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

At Ann Edwards CE Primary School, we will make reasonable adjustments for disabled children and children with special educational needs and disabilities.

“Team-Teach techniques seek to avoid injury to the service user\*, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”.

(George Matthews - Director) \*service user = pupil

#### **Telling parents when force has been used on their child**

If the use of force has been applied to a child, then a record will be made and the parents/guardians will be informed. In deciding what a serious incident is, teachers will use their professional judgment and also consider the following:

- The pupil’s behaviour and level of risk presented at the time of the incident;
- The degree of force used;
- The effect on the pupil or member of staff;
- The child’s age.

#### **What happens if a pupil complains when force is being used on them? :**

- All concerns about the use of force will be thoroughly, speedily and appropriately investigated by Governors.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- If a concern is raised the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the ‘Dealing with Allegations of Abuse against Teachers and Other Staff’ [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher and contact Gloucestershire County

Councils LADO (Local Authority Designated Officer). This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- School and Local Authority must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- It is important that as a school we provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Appendix A:**

### **Written statement of behaviour principles**

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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

**Appendix B:**

**Ann Edwards CE Primary School Reflection Time Notification**

Date XXXXX

Dear XXXXX

It became necessary for XXXXX to attend three Reflection Times this term on XXXXX, XXXXX & XXXXX because XXXXX

I would be grateful if you could discuss these incidents with him/her at home. At this time, I do not need to arrange an appointment to discuss this further. However, on the next occasion this occurs a meeting with you and the Head Teacher will be arranged.

Yours sincerely,  
XXXXX

\*\*\*\*

Date: XXXXX

To: XXXXX (Name of Class Teacher)

Child's Name: XXXXX

I acknowledge receipt of the 'Reflection Time Notification' letter.

Signed: XXXXX

Relationship to pupil: XXXXX

**Appendix C:**

**Ann Edwards CE Primary School Reflection Time Notification (with meeting request)**

Date XXXXX

Dear XXXXX

It became necessary for XXXXX to attend three reflection times this term on XXXXX , XXXXX & XXXXX because XXXXX

I would be grateful if you could attend a meeting with the Head Teacher and myself on XXXXX at XXXXX to discuss this. If this is inconvenient, please call the school on 01285 860335 to book an alternative appointment.

Yours sincerely,

XXXXX

\*\*\*\*

Date: XXXXX

To: XXXXX (Name of Class Teacher)

Child's Name: XXXXX

I acknowledge receipt of the 'Reflection Time Notification' letter.

I can/cannot attend the meeting on XXXXX at XXXXX

Signed: XXXXX

Relationship to pupil: XXXXX

## Appendix D:

## Appendix D

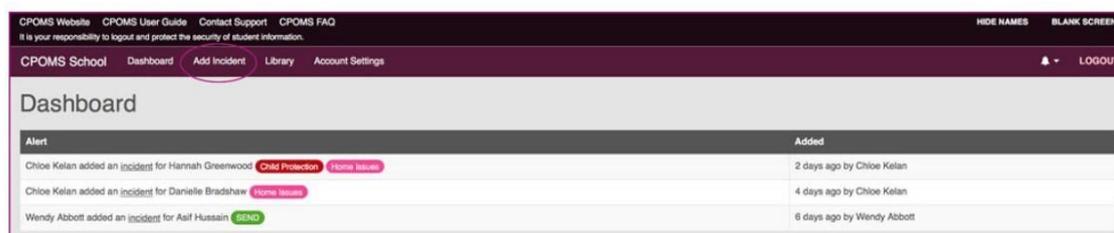
### Reflection Time Slip

Pupil name:	Date:	Class:
Reason for reflection time:		
Teacher:	Tasks to complete during reflection time:	

## Appendix E: CPOMS

### Adding an Incident

To add a new incident to the system click on the 'Add Incident' link at the top of your screen.



This will take you to the incident page where you can proceed to fill in all the required information.

- Firstly select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name click the red 'X' delete button to choose an alternative.
- Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.  
*N.B When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.*
- After you have filled in all of the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one).
- You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.
- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.
- Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.
- Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will
- If you would like to attach a document to support the incident e.g. a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment, or drag a file from one of your folders to upload.
- Next, you can add any agency names to the incident to make others aware of which agencies are involved with this pupil.
- Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

## Appendix F – ABC Behaviour Recording Sheet

Pupil Name

Date  
 Time  
 Report Writer

Class  
 Day  
 Duration  
 Staff involved

Setting / History	Antecedent	Behaviour	Consequence
<b>Where did the incident take place?</b> Class Hall Playground Other	<b>What was said/done to the pupil?</b>	<b>Observed Behaviours:</b> e.g. physical contact – push, grab, hit etc	<b>What did you try?</b> Eg success reminder, verbal instruction, quiet word etc.
<b>Who else was there?</b> On own A few peers Lots of peers Certain peers Class	<b>What were you/other staff doing?</b>	<b>Verbal:</b> Name calling*, threaten	
<b>What was the activity?</b> Lesson Eating lunch Free-play Transition time Other	<b>What do you think was the function of this behaviour?</b> Want something Attention Escape demand Escape situation Sensory		
<b>Had there been a previous incident?</b> No Same am/pm Same session Same day		* Record any prejudice-based language, eg racist, homo- or transphobic.	

**Class Teacher Acknowledgement:**

Child  
 Date

**Reflection post incident discussion:**

**Appendix H:  
Witness statement**



"Learning and achieving together in a caring community."  
Do to others what you would want them to do to you - Matthew 7:12

ANN EDWARDS CHURCH OF ENGLAND  
PRIMARY SCHOOL  
Berkeley Close, South Cerney, Gloucestershire GL7 5UW  
Tel: 01285 860335 Fax: 01285 860892  
Interim ~~Headteacher~~: Ian Moore  
Email: [admin@annedwardsprimary.co.uk](mailto:admin@annedwardsprimary.co.uk)  
Website: [www.annedwards.gloucs.sch.uk](http://www.annedwards.gloucs.sch.uk)

**Witness Statement**

Name of witness: \_\_\_\_\_ Year group/ *Baker* \_\_\_\_\_

Use this space to write in your own words what you saw. Keep to facts like time, date, places and names in your statement. Continue overleaf if necessary.

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I believe the facts in this witness statement are true.

Signed by witness:

Date:

If you have written this statement (word for word as the witness described the events) on behalf of the witness, please sign below.

Signed:

Date:

Printed Name:



**Appendix I:  
Behaviour Staircase – KS1 Linked to Golden Time:**



Child's name moves onto the their Golden Time. Parents/Carers are informed and they spend the rest of the lesson in KS2 classroom member of SLT. 4th

mins of  
with



Child's name moves onto the Time and 10 minutes along with 10 minutes of Golden Time lost

Reflection  
3



Child's name moves onto the and 5 minutes Reflection Time along with 5 minutes of Golden Time lost



"STOP" verbal warning and yellow card given, child's name stays on 1

### Behaviour Staircase – KS2 Linked to Golden Time:

Behaviour Staircase – KS2 – Linked to Golden Time



(whichever comes first) and inform a member of SLT by recording it on CPOMS. All 20 minutes of Golden Time lost. 4th

Good behaviour rewarded with: Golden Time, stickers, success-points, table-points, raffle tickets, Student of the Week, verbal praise, Gold Book and certificates



3 crosses & 10mins doing work in bay area 3rd  
15 minutes of Golden Time lost.



2 crosses against child's name 2nd



galore!  
After returning back to class, if the pupil receives another cross, they will revisit

the bay area with work for the remainder of the lesson and attend a 15-minute Reflection Time at break-time or lunch-time

10 minutes of Golden Time lost

1 cross against child's name on whiteboard after receiving a yellow warning card and continuing with unacceptable behaviour.

5 minutes of Golden time lost. 1st

Good behaviour rewarded with: Golden Time, stickers, success-points, table-points, raffle tickets, Student of the Week, verbal praise, Gold Book and certificates galore!

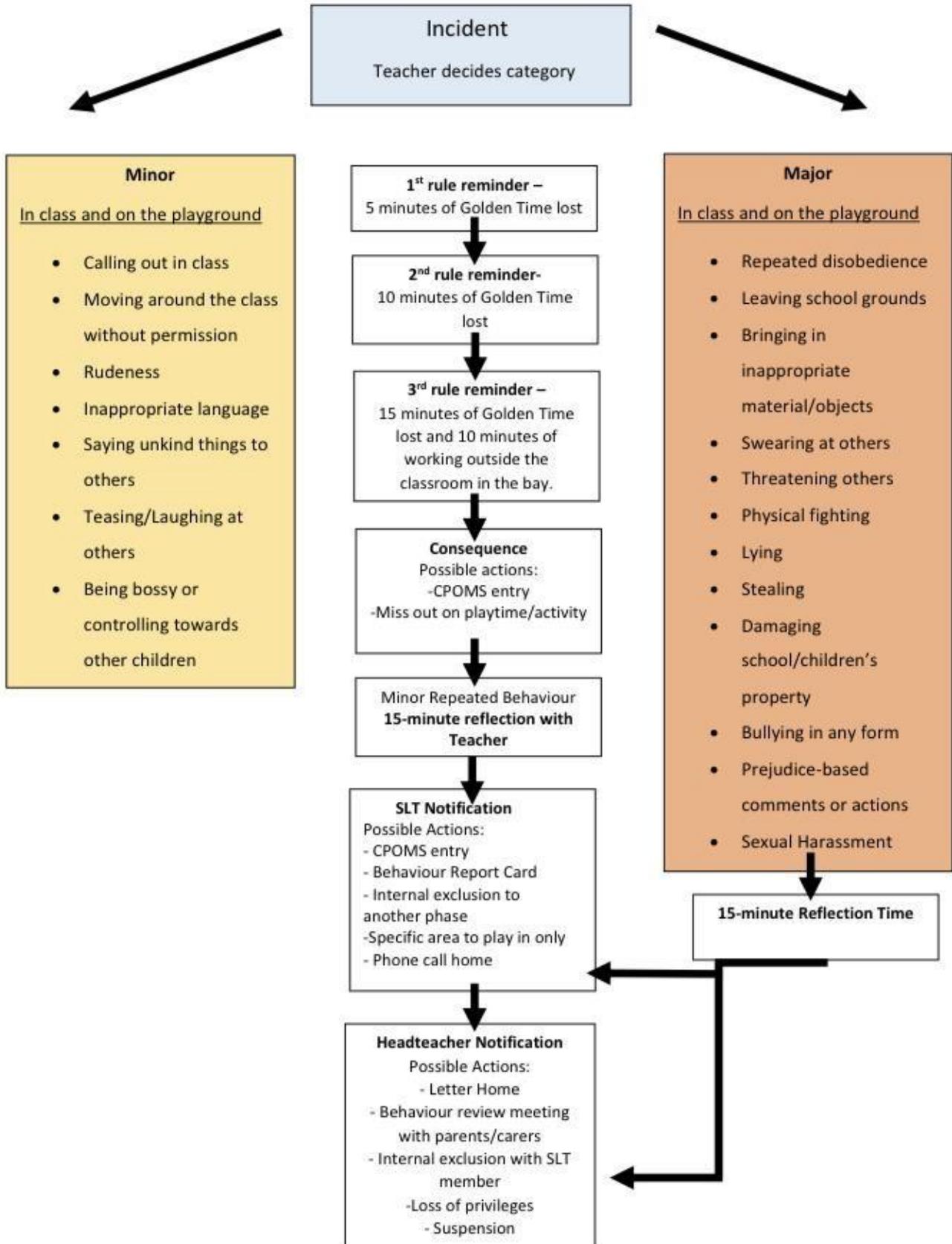
Appendix J:



Do to others what you would want them to do to you- Matthew 7:12



**Ann Edwards Behaviour Incident Flowchart**



## Appendix K:

### Permission Forms sent out via ParentMail

#### On Site Activities:

##### 1. Consent To Use ICT Facilities And Services

I give permission for my child to use the internet in line with the schools "Pupil Acceptable Use Agreement And Rules" which are shown below:

- Yes  
 No

\* I will only use ICT in school for school purposes.

\* I will only open/delete my own files.

\* I will make sure that all ICT contact is responsible, polite and sensible.

\* I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I find anything like this I will tell my teacher.

\* I will be responsible for my behaviour when using ICT because I know that the rules are to keep me safe.

\* I know that my use of ICT can be checked and that my parent/carer will be contacted if a member of staff is concerned in any way.

#### Off-Site Activities:

##### Permission To Participate In Routine Off-Site Activities

Supervised visits to local destinations away from the main school site either walking or by minibus/coach.

- Yes  
 No

Supervised off-site activities – for example sporting fixtures and swimming lessons (parents will be informed by the school office when these are taking place).

- Yes  
 No

##### Images

##### Permission to use images of your son/daughter

I agree to Ann Edwards C of E Primary School using my son/daughter's image in any printed publications that they produce for promotional purposes including the school website. Yes

- No

I give permission for my son/daughter's image to be used on school social media sites.

- Yes  
 No

As a parent or carer I understand that I am not permitted to take photos or make video recordings at school events for anything other than my own personal use and I will not distribute or post images online of any other child apart from my own (this includes social networking sites such as Facebook and video sharing such YouTube).

- Yes  
 No