

# St Philip's Catholic Primary School

## Behaviour Policy Summer 2022 Review Summer 2023



### Mission Statement

St Philip's is a welcoming community where everyone belongs.  
With Christ at the centre, we pray together and show our love for God by living the Gospels.  
Showing care and compassion for each other, we are kind and sharing; treating each other fairly and with respect. We value everyone as unique children of God.  
We create a caring, stimulating environment where everyone feels safe and secure.  
We foster a love of learning, embracing challenge and never giving up. With support and encouragement, we learn from our mistakes and always strive to do our utmost.  
We find the best in all, nurturing our individual strengths and developing the confidence to allow everyone to reach their potential, preparing ourselves for the journey ahead.

## Contents

1. Vision and Values .....	3
2. Prosocial Behaviour .....	4
3. Supporting All Learners .....	6
Learning Characters.....	8
4. Consequences of Behaviour .....	11
5. Consequences for Antisocial Behaviour .....	13
6. Recording and Reporting .....	14
7. Communication With Parents .....	15
8. Exclusion .....	16
9. Training .....	16
10. Transition .....	16

## Appendices

Appendix A - Reflection sheet .....	17
Appendix B - Definitions of unsocial and antisocial behaviour .....	19
Appendix C - Search, screening & Confiscation .....	22
Appendix D - Use of Reasonable Force .....	23
Appendix E – Staff scripts for unsocial & antisocial behaviour .....	25
Appendix F – School Rules .....	33

## 1. Vision and Values

At St Philip's Catholic Primary School we believe that everyone has the right to be happy and safe. We are an inclusive school where behaviour is not only managed but supported, so that everyone is able to contribute in a positive way to the school and wider community.

This policy outlines our positive approaches to relationship building and learning behaviours that promote resilience, responsibility and independence and is designed to give a clear summary of approaches and procedures.

### Our Vision.

To:

- Raise *aspirations* to *achieve excellence*;
- Develop *resilient* and *independent learners*;
- Teach a *broad* and *exploratory curriculum*;
- Create a *positive* and *exciting learning environment*;
- Foster a *motivated* and *compassionate community*;
- Grow *responsible* and *tolerant global citizens*.

### Our Values.

We aim to:

- live out our Mission Statement (written by the whole school community);
- live by Gospel values and put Christ at the centre of all we do;
- have good communication and co-operation between home and school;
- foster a Catholic Christian setting for the acquisition of skills, knowledge, values and attitudes needed for life;
- develop in pupils' self-esteem and a sense of self-worth, respect for themselves and the needs of others;
- foster in pupils a respect of God's world and the people within it;
- ensure that pupils have equal access to all areas of the curriculum without discrimination;
- maintain 'prayer in action';
- promote good behaviour, self-discipline and respect;
- prevent bullying and address bullying issues;
- ensure that pupils complete assigned work.

## 2. Pro-Social Behaviour

At St Philip's Catholic Primary School, we promote pro-social behaviour. This means that we encourage and model behaviour that is positive, helpful and promotes social acceptance and respect for ourselves and others. It is characterised by a concern for the rights, feelings and welfare of other people. It is always beneficial to others.

We believe that everyone should be given every opportunity to take responsibility for and to make a full contribution to prosocial behaviour in school, appropriate to their age.

### **Responsibilities of Children:**

**We have class rules which we have devised collaboratively and have agreed to follow:**

These are devised to keep children safe and to ensure that all children can access the curriculum and fulfil their potential. Our rules are embedded in our Mission Statement which is displayed in every classroom.

We will:

- always be considerate and respectful towards others by treating them as they would like to be treated;
- arrive in class on time with the necessary equipment;
- do as we are asked;
- look and listen if someone else is talking;
- do our best and allow others to do their best;
- let someone know if we have any problems;
- take care of our classroom and school environment;
- wear our school uniform with pride.

*(Further rules can be found in **Appendix F**)*

### **Responsibilities of the Senior Leadership Team (SLT):**

The SLT are responsible for ensuring:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment;

- That no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all;
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school;
- Effective monitoring and review of therapeutic behaviours throughout the school;
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur;
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs;

### **Responsibilities of Staff:**

#### **We have a professional code of conduct:**

At all opportunities staff promote and expect good behaviour. We treat pupils with respect and model the behaviours which we expect in the school. This expectation is also developed through work in EPR. Expectations are made explicit.

Staff are expected to:

- carry out the agreed school policy on behaviour in a consistent way;
- take responsibility for all pupils' behaviour;
- have high expectations of behaviour for learning;
- deal with difficult behaviour and do not ignore it;
- have clear systems and routines in place;
- establish a classroom environment which is calm and purposeful;
- be polite, considerate and enjoy relating to pupils;
- be firm and fair;
- be alert to racism and avoid stereotyping and sexism;
- avoid humiliating children or showing favouritism;
- supervise classes when moving through the school;
- arrive on time to collect classes from the playground;
- interact with the children when on playground duty;
- be prepared for each lesson;

- make sure that tasks are well matched, differentiated, stimulating and delivered with pace enabling children to achieve their potential;
- develop positive relationships with children and nurture self-esteem;
- take into account Gospel values including forgiveness for those who are sorry for what they have done and are determined to try and improve.

Staff are not expected to:

- use sarcasm;
- act with aggression;
- punish whole groups;
- give punishments which humiliate pupils;
- criticise the person.

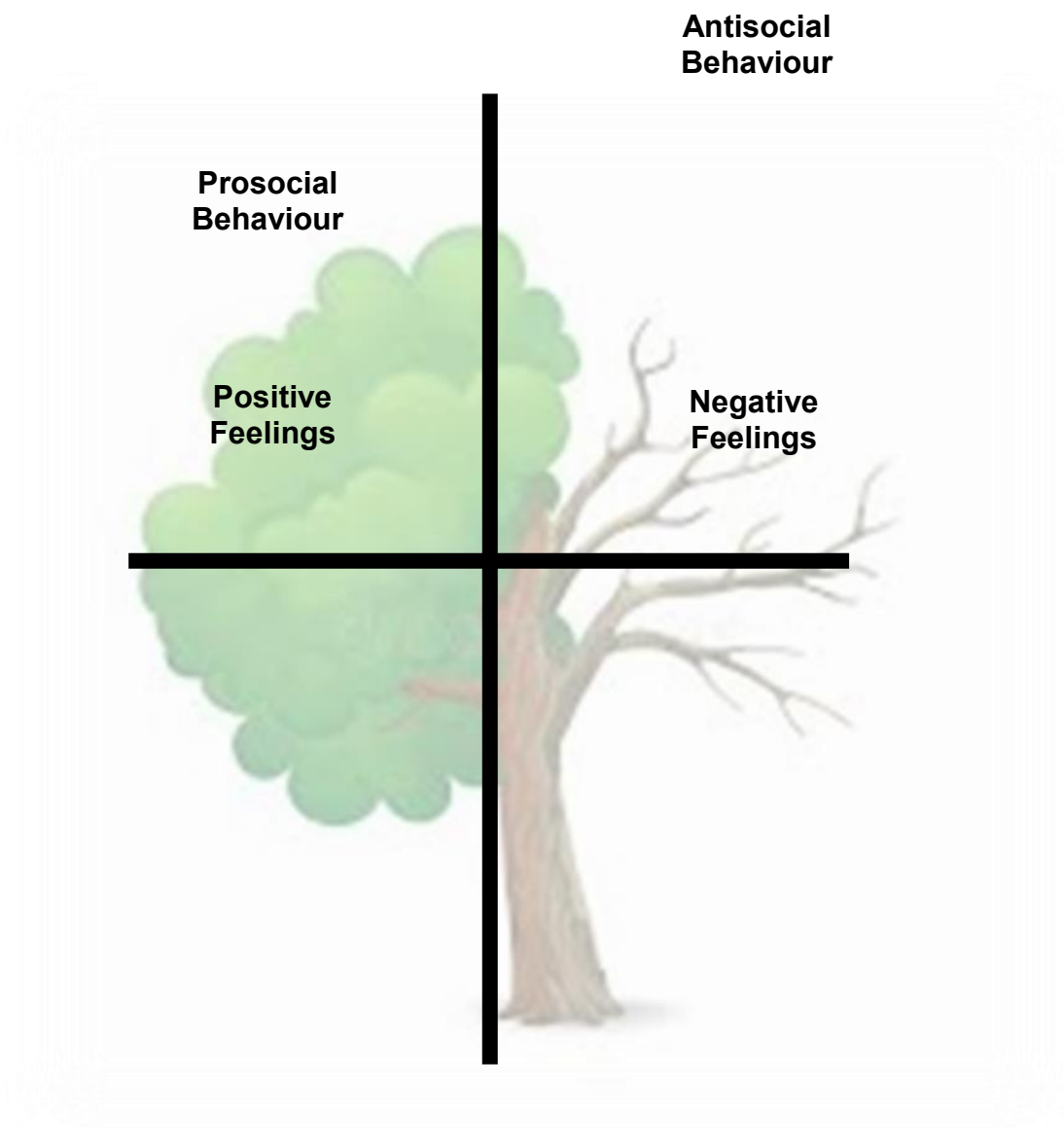
### **Responsibilities of Parents:**

Parents are responsible for:

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

## **3. Supporting All Learners**

St Philip's Catholic Primary School is a Therapeutic Thinking School. This means that we work on the basis that: Positive experiences create positive feelings. Positive feelings create positive behaviour.



When we use a therapeutic approach;

- we analyse behaviour rather than moralise about it;
- we see it as communicating an unmet need or expressing a feeling;
- we look for the root causes from feelings and experiences;
- we model therapeutic practices with all children, adults in school and parents or visitors from outside;
- our language is chosen carefully from universal scripts to be resolution focused rather than emotive.

Consequently, our responses to children's behaviour is measured and fair, rather than

reactive and punitive.

We also recognise that how we communicate and express feelings is linked to developmental milestones and that children develop at different rates. This means that not all children will be able to communicate their feelings in an age appropriate way. Some will have delayed or impaired development, which may impact on their behaviour.

Some children may have a significant Social, Emotional & Mental Health (SEMH) need or may be going through a difficult period in their home life. They may have Individual Learning Plans that highlight holistic approaches to improving access to learning and positive behaviours and how any additional resource is deployed. These should be driven by the class teacher but supported by the Inclusion Coordinator. Parents and carers should be as involved in this process as far as is possible.

We use a Restorative Approach when dealing with incidents, whereby pupils and adults have time to reflect on the incident, talk about what has happened, and find a way of moving forward in a positive way. This may take place immediately or may need to take place at a later time.

The goal is always to promote prosocial behaviour in place of antisocial behaviour. Punitive responses do not always help to change the feelings and responses of children. Making children who already feel bad, feel worse is not considered to be a prosocial response.

### **Learning Characters: Teaching Children How To be Effective Learners.**

To promote positive experiences and positive feelings, we use Learning Characters.

To understand how to be a successful learner, children need to be taught how and have frequent reminders of the skills necessary. At St Philip's, we have developed our own Learning Characters that display the attributes necessary to be an effective learner. These characters are displayed in the classroom and each class has cuddly toy versions too. They are used to praise positive behaviours and children can even look after a toy for the session if they continually display a learning characteristic.

### **Kind Kangaroo**

**Kind Kangaroo** teaches the children the importance of being kind to one another.



### Helpful Horse

**Helpful Horse** teaches the children the importance of being helpful to one another.

### Ready Robin

**Ready Robin** teaches the children the importance being ready to learn.

### Busy Bees

**Busy Bees** teach the children the importance of working hard and working collaboratively.

*"Busy Bees remind us that effort is the key to successful learning and that working with others can help us get better!"*

### Listening Lion

**Listening Lion** teaches the children the importance of active listening to both adults and other children. Listening is a key skill!

*"Listening Lion reminds us to be actively listening to the teacher and each other and focus hard!"*

### Determined Dog

**Determined Dog** teaches the children the importance of sustained effort and not giving up when the challenge is hard. This is critical to being a learner and teaching children that mistakes play a positive part in the process. Effort brings special rewards!

*“Determined Dog reminds us that we must keep trying, especially when learning is challenging!”*

### Creative Unicorn

**Creative Unicorn** teaches the children how to use our own ideas building on ideas we may have learned somewhere else. Creativity is about having lots of ideas and selecting the best ones.

*“Creative Unicorn reminds us to use our own ideas and think creatively when learning!”*

### Connecting Spider

**Connecting Spider** teaches the children to use what we already know to solve unfamiliar problems. What have we learned or tried before in another situation that might help us?

*“Connecting Spider reminds us that the best learners link learning together and use things they have seen or heard when learning before!”*

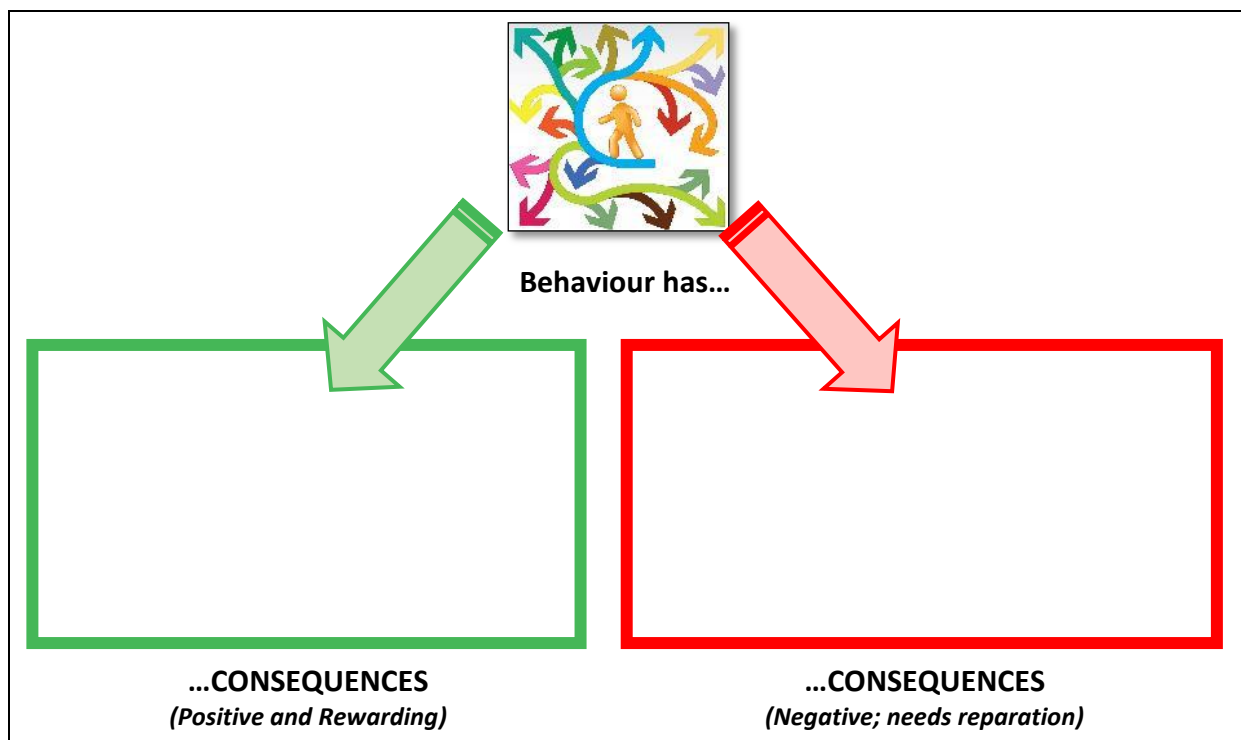
St. Philip’s Teaching and Learning Policy sets clear guidelines which outlines the approach to teaching and learning throughout the school. There is a strong correlation between behaviour and the standard of teaching and learning and strong classroom management. [http://www.stphilips.e-sussex.sch.uk/uploads/Teaching and Learning Policy 21.pdf](http://www.stphilips.e-sussex.sch.uk/uploads/Teaching_and_Learning_Policy_21.pdf)

In addition, St Philip’s SEND Information Report promotes inclusive practices, which enable every child, regardless of ability or disability to access successful learning. [http://www.stphilips.e-sussex.sch.uk/uploads/SEN information report 21-22.pdf](http://www.stphilips.e-sussex.sch.uk/uploads/SEN_information_report_21-22.pdf)

We believe that children and staff have an entitlement to work in a positive learning environment. No child should prevent another from working. Pupils should have an environment where learning can take place and all children should be aware of their responsibility to ensure this occurs.

It is the class teacher's responsibility to create a safe and respectful learning environment.

#### 4. Consequences of Behaviour



We teach children at St Philip's that behaviour has consequences. Consequences can be either;

- learning consequences or
- protective consequences.

Learning consequences are aimed at changing a behaviour from antisocial to prosocial. It is essential that there is always an element of restorative practice. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, reflection or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. If there is no natural consequence then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices.

Protective consequences aim to protect the individual or other from harm. For example, being prevented from going to the forest area until prosocial, safe behaviour is enabled. If a

protective consequence is used, it should be accompanied by a learning activity too. For example, an intervention to enable positive playtimes.

### Positive Consequences for Consistently Positive Behaviour

If children consistently behave in a way that allows them to be successful learners, a clear system of rewards is in place to recognise their efforts.

Individual Rewards	What this means
Feeling safe and positive!	The best reward for keeping safe, looking after others and trying your best!
Verbal/Non-verbal Praise	The most powerful form of praise is simply RECOGNITION. A kind word, smile, gesture (e.g. thumbs up) are the most important ways of helping to promote positive behaviours as well as nurturing self esteem and self belief. We aim to make our praise specific whenever possible in order to make the child clear about why his/her behaviour is positive. E.g. rather than 'good girl' we might say '(Name) That was really kind of you to help Philip in the playground, that was a great choice.'
Stickers/Certificates	Given in class for: <ul style="list-style-type: none"> <li>• exceptional following of school rules or courtesy code;</li> <li>• exceptional work;</li> <li>• exceptional effort or resilience.</li> </ul>
Classroom Recognition	What this means
Learning Characters	Children who are displaying the traits of the learning characters are given the cuddly toy version to look after. Teachers may speak to parents if their child has earned a character more than once.
Class Reward System	Teachers may introduce systems that allow children to earn special treats. For example, children may earn marbles which go into a jar and when they have earned a certain amount, the class is given a treat.
Wider Recognition	What this means
Afternoon tea with the Headteacher	Any child that has made excellent progress in learning as a result of excellent effort.
Celebration Assembly	Every Friday morning, teachers will choose examples of good learning to be shared during assembly.
Headteacher Gold Award sticker	Children can be sent to the Headteacher to receive special gold stickers in recognition of their hard work.
Opportunities to share learning with peers and adults	Children can share good learning with adults and peers across the school.

It is important to note that at St Philip's we believe in having growth mindsets and will always focus praise and reward on the **effort** made and not just the achievement.

## 5. Consequences for antisocial behaviour




The definition of antisocial behaviour can be found in **Appendix B**


Adults should notice how the children are feeling and encourage them to take steps to be ready to learn. Children who are not ready to learn should be offered support.

Some children with Individual Support Plans will have strategies and interventions that help them to get into the green zone, such as, Sensory Circuits, a calm box or other calming activity.

The majority of difficult behaviours in the classroom and playground are minor and will be dealt with by the class teacher or adult in charge.

**Responses to behaviour will follow the stages below:**

Stage	Examples of behaviour choices	Immediate action taken by adult	Follow-up actions
<b>1. Gentle Correction</b>	<i>Behaviour is below expectations.</i>	Child has been reminded of desired behaviour at least twice and is asked to think about the choices they should make and the consequence for not making a positive choice: restart.	Consequence carried out, restart imposed.
<b>2. Restart</b> 	<i>Lower-level unsocial behaviour e.g. calling-out inappropriately, not following instructions, not joining in, not listening to others.</i>	Ask child to ready themselves for learning with a Restart and then join in.	Monitor closely number of Restarts over time. If becoming a pattern, log in monitoring folder and class teacher to speak with parent to share concerns.
<b>3. Restart in Buddy Class</b> 	<i>Antisocial behaviour e.g. Becoming angry, refusal, attention needy behaviours such as flicking or throwing items 'safely' around, making noises.</i>	Direct child calmly to Reflection Zone in buddy class for Restart  Return to class upon completion.  <i>(See script examples in Appendix E)</i>	Class teacher to share with parent/ carer. Record in monitoring folder.
<b>4. Restart with SLT</b> 	<i>Dangerous Antisocial behaviour e.g. Continued &amp; prolonged refusal to learn, hurting others, uncontrolled anger, prolonged shouting or screaming, serious verbal</i>	<b>SLT and Maybo trained staff called if required.</b> Child learns with member of SLT until at least the end of the session and completes a Reflection Sheet before returning to	Child to complete rehabilitation group at one lunchtime for first occurrence. For a repeat occurrence, to complete a rehabilitation programme for two lunchtimes per

	<i>abuse, prejudice based language, deliberate damage to property.</i>	class. Relevant therapeutic intervention twice a week for two weeks at lunchtime eg anger management, racism training.  <i>(See script examples in Appendix E)</i>	week for 2 weeks. Reflection Sheet completed. Parents informed.
<b>5. Seclusion</b>	<b><i>Dangerous behaviour behaviour. Prolonged.</i></b>	<b>SLT and Maybo trained staff called if required.</b> Child removed for designated time and parent immediately informed.	Reintegration meeting between child, carer and member of SLT before returning to class. Reflection time. <i>An Individual Behaviour Plan is needed.</i>
<b>6. Exclusion</b> 	<b><i>Dangerous behaviour. Prolonged.</i></b>	<b>SLT and Maybo trained staff called if required</b> Child excluded or reverse excluded for designated time and parent immediately issued with letter.	Reintegration meeting between child, carer and member of SLT before returning to class. Reflection time. <i>An Individual Behaviour Plan is needed.</i> <i>Report to Governors</i>

### Outside: Restart During Outside Times

There is a designated bench on both the field and the playground for restarts when outside. The supervising adult should ensure that any child completing a restart is calm enough to leave the bench at the end of the designated time.

### Outside: Dangerous Antisocial Behaviour

There is also a Reflection Zone outside the headteachers' office staffed by a member of SLT. This is for more serious incidents where reflection and reparation may be needed. It will be left to the member of SLT manning the Reflection Zone to decide on the length of the reflection time and any follow-up consequences deemed appropriate.

### Dealing with antisocial behaviour outside the school gate

If staff are aware of an issue outside of school. This will be investigated by the classteacher and referred to SLT if it is serious. All parties will be spoken to and a restart form completed. Parents will be informed and if relevant, outside agencies such as, Children's Services, Police.

## 6. Recording, Reporting and Communication

Unsocial behaviour does not need to be recorded. However, if unsociable behaviour has occurred outside of the classroom, the class teacher should be informed. Where unsociable behavioural occurrences are frequent; (more than 3 times in a week), the parent should be informed, as well as a member of SLT who can support and provide advice.

Persistent antisocial behaviour will lead to a 'restart' and should be recorded in the class monitoring folder. SLT and parents should be informed. Class teachers should go through the 'Reflection Sheet' with the child. If more than one antisocial incident has occurred, then the child should attend a rehabilitation session at lunchtime.

All dangerous behaviour should be recorded on an 'Incident Form.' The Headteacher should be informed as well as parents. This is likely to involve a restart with SLT and a 'Reflection Sheet' should be completed.

If there has been any handling of a child, this should also be recorded on an incident form and both SLT and parents should be informed.

#### **Recording an incident:**

- Record an incident as soon as possible after it has taken place;
- Be precise;
- Note clearly the date and time of the incident;
- Report exactly what happened;
- Avoid non-specific language such as, 'being silly;'
- If something 'rude' is said, note the exact words.
- Use bullet points to be concise.
- Do not use initials, state names of adults and children clearly.
- If more than 1 child has been involved, ensure the accounts of both children are given.

### **Confidentiality**

We respect the confidentiality of all children involved in any of the school's behaviour management strategies, and also their families. This means that parents can only discuss their child's behaviour and information will only be shared with them about their child. Following our Mission Statement and working within the school ethos, we rely on other parents also respecting the confidentiality of those involved in such situations. We ask that they trust the school to take action as required.

### **7. Communication With Parents**

It is vital that parents are actively involved in the positive behaviour of their children. It is important to celebrate successes but also to expect better when behaviours are not of a high enough standard. Teachers are expected to work closely with parents and

## Appendix A

communicate regularly to ensure a consistent and joined-up approach to positive behaviours.

### 8. Exclusion

Exclusion will only be used in the most serious situations and if behaviour has been extremely unsafe and/or disruptive. In some case, 'reverse' exclusion may be used; in these instances, parents/ carers are requested to come into school and support their child to complete learning in the nurture room.

### 9.Training

Staff will receive at least annual training on managing behaviour. They can request additional training by asking the CPD co-ordinator or their line manager.

### 10.Transition

Children are visited at nursery where possible and parents are invited into meet the teacher at various events before children join the school in Reception.

We have close links with the two secondary schools most of our children transfer to. Vulnerable children are able to access a specific programme to aid their transition.

REFLECTION FORM

Name:

Date:

Work it out!





What happened?

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What could I have done differently?

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What could I do to sort it out?

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What will the consequence of my behaviour be?

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Adult:

Child:

Restorative Justice	
Date:	Name:

What happened?

How were you feeling at the time?

How are you feeling now?

Who has been affected?

Anyone else?

How might others be feeling?

What do you think needs to be done to repair any damage?

## Appendix B

## Unsocial Behaviour

Unsocial behaviour is being unwilling or unable to behave sociably in the company of others. It does not generally have a detrimental impact on others. It is not disruptive or preventing others from doing what they need to do. For example, quiet non-compliance.

Examples might include:

- Leaving designated seat without permission;
- Leaving the carpet during input/story without permission;
- Refusing to complete the task/work set;
- Refusing to get changed for PE;
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc);
- Rocking on a chair;
- Calling out/talking to a friend;
- Not listening to instructions;
- Playing/fiddling with equipment;

All of these behaviours should be dealt with by the adult in charge, who should recognise that these behaviours could be a sign of needing help, attention or that the child is bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes antisocial.

Extroverts often communicate their negative feelings with high levels of interaction, whereas introverts communicate their feelings through quiet non-compliance, perhaps because they feel uncomfortable about something.

Staff should notice and acknowledge any negative responses:

“(Name,) I notice that you’re not ready to join in our PE game today. That’s ok. We’ll just carry on until you’re ready.” (See Appendix D for recommended scripts.)

Staff should make sure the child is given space and time to think and reflect, or talk if they need to. Support should be offered. Staff should try to find out what will help. They should give the child limited choices so that there is always a way out or a way back. “You can stay here and read a book or go to your quiet space and do some colouring.”

## Antisocial Behaviour

Antisocial behaviour is difficult or dangerous behaviour that:

- causes harm to an individual, the community or the environment;
- causes injury, harassment, alarm or distress;
- violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
<ul style="list-style-type: none"> <li>• Aggressive shouting/calling out disruptively ;</li> <li>• Continued interruptions;</li> <li>• Swearing/anti social language;</li> <li>• Answering back, mimicking;</li> <li>• Name calling;</li> <li>• Lying;</li> <li>• Refusal to carry out an adult's request;</li> <li>• Distracting and/or disrupting others' learning by shouting, banging, making noises;</li> <li>• Throwing small equipment;</li> <li>• Leaving the classroom without permission;</li> <li>• Damage to property/pushing over furniture;</li> <li>• Stealing.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving the school building;</li> <li>• Leaving the premises;</li> <li>• Spitting (directly at another);</li> <li>• Pushing aggressively;</li> <li>• Scratching;</li> <li>• Pinching;</li> <li>• Hair pulling;</li> <li>• Hitting;</li> <li>• Kicking;</li> <li>• Fighting;</li> <li>• Biting;</li> <li>• Punching;</li> <li>• Throwing furniture;</li> <li>• Physical or verbal bullying (see Bullying Policy for definition).</li> <li>• Carrying prohibited items.</li> </ul>

Unsocial behaviour is not the same as antisocial behaviour. The child who can find no reason to join in or complete a directed task may be showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.

When the response to unsocial behaviour is not measured and fair, this can drive the unsocial behaviour to become antisocial.

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

#### Therapeutic Responses to Antisocial behaviour:

- **Calm** – remain calm. If it's a struggle to remain calm – get help.
- **Connect** – show that there is an understanding of how the child may be feeling.  
*Name the feeling: "(Name,) I can see that you're feeling angry. That's ok. I'm here to help."*
- **Support** – "How can I help?"  
*"I noticed that when Mrs B gave out the writing task, you shouted and pushed the*

*paper to the*

*floor? Can you tell me how you were feeling?"*

- **Listen to understand** – Listen to any responses and acknowledge.
- **Problem solve** – Try to work out a way to move forward in a positive way.

Once the child has had time to calm and reflect, they should have a follow up reflection time with an adult, who completes the 'Reflection Sheet' in **Appendix A** and follows up any actions.

#### **Therapeutic Responses to Dangerous Antisocial behaviour:**

- **Calm** – remain calm. If it's a struggle to remain calm – get help. Turn to the side to avoid face to face confrontation.
- **Be direct** – *“(Name,) Stop! Safe Space!”* Avoid too much language. Avoid approaching the child who may punch or kick.

Check the child has gone to the safe space. Once the child has had time to calm and reflect, they should have a follow up reflection time with an adult, who completes the reflection sheet in **Appendix A** and follows up any actions. See **Appendix E** for more scripts.

## **Appendix C**

### **Searching, screening and confiscation**

In accordance with DfE Guidance in January 2018:

- School staff can search a pupil for any item if the pupil gives a verbal agreement.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag, lunch box or tray and for the pupil to agree.

Headteachers and staff authorised by them have a statutory power by law to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- a. knives or weapons;
- b. alcohol;
- c. illegal drugs;
- d. stolen items;
- e. tobacco and cigarette papers;
- f. fireworks;
- g. pornographic images;
- h. 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 the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Any banned or prohibited items found will be confiscated and any sanctions will follow the schools behaviour policy. Dependent on the items confiscated these will be returned to the parents of the child.

## Appendix D

### Use of Reasonable Force

The school uses DfE guidance 2013 for the use of reasonable force.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. 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.
9. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

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

When can reasonable force be used?

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

In a school, force is used for two main purposes – to control pupils or to restrain them. 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. Schools can use reasonable force to:

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

in the playground;

- restrain a pupil at risk of harming themselves through physical outbursts.

The school will comply with the legal requirement to make reasonable adjustments for disabled pupils and those with SEN. Lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Where a child is at risk of needing to be restrained on a frequent basis, for example, due to a SEMH SEND need, then a risk assessment will be put in place with a paragraph stating that parental consent has been given for this to take place. This will be signed by the parent.

In all cases, physical restraint should only take place as a last resort, after de-escalation strategies have been applied and where there is a risk of immediate danger. An incident form should always be completed where a physical restraint has occurred and the parent and Headteacher should be informed.



## Appendix E

Staff Responses To Unsocial Behaviours				
	Positive Phrasing (Can include distracting/re-directing)	Limited Choice	Disempowering the Behaviour and/or De- escalation	Protective or Learning Consequence
Leaving their desk without permission	<p>'Stay seated in your chair... (name).'</p> <p>'Who else can I see sitting well at their desk?'</p>	<p>'Are you going to sit on your own or with the group?' (repeat).</p> <p>'Would you like to sit on the chair at this desk or that desk?' (repeat)</p>	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Refusing to complete the work set	<p>'I know you want to do ..... first I need you to ....., then you can .....'</p> <p>'Can you tell me..../show me ....?'</p>	<p>'I can see you are not ready to do Maths now, so we can do ..... or .... and come back to Maths when you are ready.'</p> <p>'Let's see if we can do this in the book corner?'</p> <p>'I wonder if we will be faster at the table or book corner? (repeat)</p> <p>'Are you starting your</p>	'You can choose to finish it later.'	<p>Rehearsing and practising</p> <p>Completing tasks</p> <p>Differentiated curriculum – possibly practical and creative activities to encourage engagement in class</p>

		work with the words or a picture?' (repeat) 'You can work with a friend or on your own.' (repeat)		
Refusing to get changed for PE	'I know you don't want to get changed for PE, so this time just take off your shoes and socks and then you will be safe.'	'Are you going to change all your kit or just shoes and socks.' (repeat)  'You can choose to get changed here or in the cloakroom/other classroom.' (repeat)	'Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing).  <i>There may be a safeguarding or body conscious issue here so you do need to check this – there could be a previously arranged place agreed for private changing if necessary.</i>	
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat).			'Before break, we will talk about the bits you find difficult in PE.'
Not listening to/ following instructions	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'		'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'  'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'	'We will check that you understand how to... before you go out to break.'
Choosing to do another	'I can see you are choosing	'You can choose to do this	'You can choose to do this	'We can check you

activity than the one the class are doing (reading/drawing on whiteboard etc)	to read/draw now rather than join in. If you do this..... first, then you can draw/read after that.'	now or later'. (repeat)	later if you would like to when the others are doing.....?'	understand what to do before you go out to break.'
Rocking on their chair	'Put the 4 chair legs on the floor.'	'Do you want to sit on the chair or the carpet?' (repeat)		'We may need to practise how to sit on the chair safely before breaktime.
Calling out/talking to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?'  'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			'We can check you understand what to do before you go out to break.'
*Playing/fiddling with equipment <i>(Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)</i>	'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.' 'Put the ruler/rubber/pen on the table.'	'Put it on your table or give it to me.' (repeat)		
*Not sitting 'appropriately' for learning <i>(Some children may find it very difficult to sit still and crosslegged on the carpet or up straight on a chair – try and offer times when they choose their best listening position and</i>	'You need to sit up to your desk for this lesson because..... (eg it will help your presentation/ show me that you have understood the instructions), later for			

<i>offer this on occasion eg storytime)</i>	storytime you can ..... (eg sit in your favourite way.)'			
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<b>Staff Responses To Antisocial Behaviours</b>				
	<b>Positive Phrasing (Can include distracting/re-directing)</b>	<b>Limited Choice</b>	<b>Disempowering the Behaviour and/or De- escalation</b>	<b>Protective or Learning Consequence</b>
Continued interruptions	'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or .....?' (repeat).	Ignore and speak later to individuals.	If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation.
Aggressive shouting/calling out				
Answering back/mimicking				
	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'			
	'I can see you know the answer but at the moment it is ..... 's turn to share their thoughts.'			

Swearing	<p>'I can see that you are not happy at the moment.'</p> <p>'I can see you are upset.'</p>	<p>'When you are ready we can talk here or in the library/office/classroom.' (repeat).</p> <p>'We will carry on when you are ready.'</p> <p>'We can talk when you are ready – who would you like to talk to, me or .....?' (repeat when calm)</p>	<p>'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).</p>	<p>'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'</p>
Name Calling	<p>'We can talk when you are ready.'</p>			
Lying				
Refusal to carry out an adult's request	<p>'Put the pen on the table.'</p> <p>'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk I will listen – I am here to help.'</p>	<p>'Walk with me, to the library or the book corner.' (repeat)</p>		<p>Rehearsing and practising completing tasks when asked.</p>
Distracting and/or disrupting others' learning by shouting, banging, making noises	<p>'I can see that you are not happy at the moment and you are not ready to learn/play.'</p>	<p>'When you are ready we can talk here or in the library/office/classroom.' (repeat).</p>	<p>'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready)</p>	<p>Rehearsing and practising</p>

Leaving the classroom without permission	'I can see that you are not happy at the moment.'	Come back into the room when you are ready and we can talk here or with ..... who would you like to talk to, me or .....?' (repeat). 'You can come and find me when you are ready.'	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another adult is in the vicinity).	Educational opportunities – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult.
Damage to Property	'I can see that you are not happy at the moment and you are not ready to learn/play.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).		Assisting with repairs or planning the repairs
Stealing	'I can see that you've taken something that doesn't belong to you.'	'When you're ready to return it, you can give it to me or put it on my desk.'		Explore the consequences on others.

Staff Responses To Dangerous Antisocial Behaviours (Is likely to need SLT support after following the script)				
	Positive Phrasing (Can include distracting/re-directing)	Limited Choice	Disempowering the Behaviour and/or De- escalation	Protective or Learning Consequence
Leaving the school building/premises.	<p>‘I am not chasing you. I’ll be standing here to make sure you are safe. When you go to (adult) inside we can talk about how you are feeling.’</p> <p>‘Name, you have left the school premises, so I am calling the police.’</p>	<p>‘I can see there is something wrong. Do you want to come inside and talk to Mr/Mrs.....?’ (Give a choice of 2 adults)</p> <p>‘When you come in, would you like to go to the carpet or your safe space?’</p>		<p>Conversation and exploration.</p> <p>Possible limit to outside space.</p> <p>Escorted in social situations/playtimes.</p>
Spitting (directly at another)	<p>‘Your actions have hurt me/child’s name. Use your words and I will listen.’</p>	<p>‘I can see there is something wrong. Do you want to come inside and talk to Mr/Mrs.....?’ (Give a choice of 2 adults)</p> <p><i>(If the child is already inside, the choice would be to come and talk to one of these adults away from wherever they are now.)</i></p>		<p>Protective consequences.</p> <p>Possible limit to outside space.</p> <p>Escorted in social situations/playtimes.</p> <p>Differentiated teaching space- work station</p>
Hair pulling				
Pushing aggressively				
Scratching				
Pinching				
Hitting				
Kicking				
Fighting				
Biting				
Punching				
Throwing furniture				
Physical/verbal abuse of any kind.				
All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following				

any of these difficulties.

**Examples of responses;**

- 'Name, you have used your safe space, well done.'
- 'You are making a good effort with your learning.'
- 'Thank you for telling me how this made you feel.'
- 'Thank you for being honest with me and telling me the truth.'
- 'I can see that you are upset...your body language is showing me you are cross'
- 'I can understand how that could be upsetting/annoying...'



**Playtime rules:**

We will:

- look after each other and play safely;
- follow instructions straight away;
- show respect for people, property and the environment;
- ask children on their own to join in with our games;
- say sorry if we hurt or bump into anyone by accident;
- stop and stand still when we hear the bell or whistle;
- take care of our equipment;
- stay outside during the whole play time.

**Wet playtime rules:**

We will:

- stay in the classroom;
- engage in quiet and safe activity (no computers or scissors);
- make sure the classroom door is open;
- be polite and respectful to the adults/prefects working with us.

**Dining hall rules:**

We will:

- walk in and queue quietly;
- sit where we are instructed;
- speak quietly to all adults and each other;
- be well mannered while we eat;
- put our hand up and wait for an adult, before we eat our pudding or leave the table;
- clear up any mess we make;
- will respect the MDSAs

**Rules for safety around the school:**

We will:

- keep to the left in the corridors and on the stairs;
- walk in single file;
- always walk quietly in school;
- listen to the corridor monitors when they ask us to walk quietly;
- greet others politely (with a smile or a hello);
- put litter in bins, using bins with lids;
- not eat gum or sweets;
- not bring in bottles or other dangerous items;
- not be inside the school without an adult, unless we are going to the toilet;
- not play in the toilet areas;
- collect coats quickly and go straight out to play.

**Our Courtesy Code:**

- Smile and welcome visitors.
- Let adults and young children through doors first.
- Offer to hold doors open.
- Remember to say 'please' and 'thank you'.
- Walk quietly in school and on pathways.
- Wait for a break in conversation and say 'excuse me'.