



Behaviour for Learning Policy

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Reviewed and edited:	Spring 2024
Next review date:	Spring 2025
Approval by Governors:	Spring 2024

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1. Introduction

Our core values of Patience, Guidance and Determination underpin our approach to school life.

- *Patience* - 'to wait, or to continue doing something despite difficulties, or to carry on without complaining or becoming annoyed'
- *Guidance* - 'to receive or give help and advice about how to do something or about how to deal with problems connected with your work, education, or personal relationships'
- *Determination* - 'to continue trying to do something, although it is very difficult'

2. Aims

- To recognise and celebrate good behaviour for learning
- To support pupils with strategies to manage their own behaviours
- To be consistent in behaviour support, using de-escalation and restorative practices
- To involve pupils, parents/carers, staff and governors in the creation and implementation of a consistent approach to behaviour management

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

4. Approaches

Restorative Practice

The principles of Restorative Practice are embedded into every aspect of life at Meadow Park. At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe that everybody should understand that it is the responsibility of staff, pupils and all members of the school community to uphold and maintain our school values of patience, guidance and determination. On occasions when these values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage people to think about how their behaviour affects others; both pupils and staff. If a pupil or an adult has been negatively affected by someone else's behaviour, a member of staff will ensure that each person's right to be heard is respected and the situation is resolved fairly using the key questions as a guide.

Trauma Informed Practice

Trauma is a psychological response to an event that a person's nervous system perceives as life-threatening to themselves or others and which exceeds their capacity to cope with the emotions involved. Whilst traumatic experiences often involve a threat to life or safety, any situation that leaves someone feeling overwhelmed and isolated can result in trauma, even if it doesn't involve physical harm. A trauma-informed school understands that trauma may impact the way a pupil can cope with stresses or interact with staff and others.

At Meadow Park School we aim to support our pupils by providing structure within the environment. Safe spaces are available where the pupil can go when signs of distress begin to appear. Pupils who have not been taught how to regulate their own emotions will require an adult to co-regulate with them, as they will not be able to do this by themselves. We prioritise the importance of building connected relationships and staff model positive wellbeing and talk about emotions in order to build social and emotional resilience within pupils.

The Zones of Regulation

The Zones of Regulation (Kuypers 2011) is a curriculum designed to encourage the development of self-regulation and emotional control. The framework promotes the use of sensory supports, thinking strategies and calming tools. Emotional states are grouped into four different zones: blue, green, yellow, red, and provides a common

language that it is easy to understand by all. The Zones curriculum teaches pupils vocabulary of emotional terms, how to recognise emotions in self and others, monitor states of alertness, identify triggers, how others may interpret behaviour and problem-solving skills.

At Meadow Park, pupils are supported to create their own 'toolbox' of strategies to enable them to regulate their emotions. Self-regulation is a skill that needs to be taught and practised; if a pupil can recognise when they are becoming less regulated, then they are able to do something about it to manage their own feelings and make positive choices.

5. Roles and Responsibilities

Governors and Headteacher

- Quality assure all aspects of the school's behaviour policy and its consistent application in daily routines

Leaders

- Leaders are visible around school and modelling Patience, Guidance and Determination to staff and pupils on a daily basis
- Ensure restorative and trauma informed practice is used consistently
- Monitor and analyse behaviour for learning data
- Ensure that classroom behaviour management is robust, and classwork is accessible, challenging and differentiated
- Ensure that each pupil gets the personalised attention they need
- Direct pupils to refocus, regulation and reflection, when required

All staff

- Ensure that the policy is consistently and fairly applied to all, and that good standards of behaviour, attendance and punctuality are modelled and actively promoted at all times
- Good behaviour is logged on ClassCharts and verbally praised and appropriate rewards implemented
- Poor behaviour is challenged, logged on ClassCharts and appropriate consequences implemented
- Be prepared and start lessons on time
- Ensure a member of staff is on the door ready to receive pupils
- Be prompt for duties
- Record recognition and reflection points, refocus, regulation and reflection on ClassCharts
- Always use restorative and trauma informed approaches
- Dismiss classes in an orderly manner
- Monitor the number of recognition and reflection points pupils receive daily
- Have regular conversations with parents and carers regarding pupils' behaviour
- Call meetings with parents and carers when required

- Support pupils to follow Behaviour for Learning Policy effectively

All pupils

- Arrive to school on time every day
- Wear full school uniform
- Greet people in a positive, polite way
- Hand in coats, bags, mobile phones and other prohibited items
- Be ready for screening and co-operate with staff
- Engage in positive, appropriate conversation
- Attend every lesson, arriving on time
- Be respectful and patient
- Listen to guidance and ask for support
- Follow instructions
- Work to the best of their ability
- Interact positively with their peers and staff

Parents and Carers

- Take responsibility for their child's attendance and their behaviour inside and outside school
- Working in partnership with the school to maintain good standards of behaviour and attendance
- Answering telephone calls from school
- Attending meetings when required
- Agreeing to personalised timetables when required
- Use the ClassCharts App to monitor child's behaviour

6. Supporting Behaviour Through Recognition

- The identification of positive behaviour will be rewarded and recorded through Recognition points
- Recognition points will be logged on ClassCharts and monitored daily by Form Tutors, Key Workers, and Leaders
- Secondary pupils will be able to achieve recognition points in Morning Form, Lessons, Afternoon Form, and a Weekly Focus Point
- Primary Pupils will be able to achieve 25 recognition points per day and will be recorded throughout the day on ClassCharts
- Pupils will also receive recognition points for self-regulating using the Zones of Regulation approach and completing restorative conversations effectively
- Key workers will share and celebrate recognition points with pupils during form time and Personal Development lessons
- Staff will communicate regularly with families to share good news about the pupils' day
- Half termly assemblies will celebrate those pupils who have achieved the most recognition points

7. Supporting Behaviour Through Reflection

Reflection Points

- Pupils will receive reflection points when they exhibit inappropriate behaviours. These will be logged on ClassCharts and monitored daily by Form Tutors, Key Workers, and Leaders
- Reflection points will be used to monitor behaviour throughout school and be used to help implement appropriate interventions and strategies

Reflect and Repair

- If behaviours require further action, a reflect and repair will be issued. This will be added to ClassCharts as an additional behaviour
- Reflect and Repairs should be completed at the end of the school day and last for a minimum of 10 minutes
- A reflective and restorative conversation will take place and the conversation recorded on ClassCharts
- Parents/carers will be informed that their child has completed a reflect and repair on that day and the reasons for it
- If reflect and repairs 's continue after (2pm Primary, 3pm Secondary) parents/carers will be informed at the earliest opportunity
- If a pupil refuses to engage in a reflect and repair their parent/carer will be invited to attend a meeting and the pupil may spend time in reflection the next day
- If a reflect and repair cannot be completed before the pupil has a lesson with the staff member or they have refused to complete the reflect and repair, they will be placed in reflection for that lesson, or until the reflect and repair can be facilitated
- Behaviours including property damage, and activating the fire alarm will be an automatic session with Leadership, for between half an hour and an hour, at the end of the school day
- If pupils refuse to attend lessons there will be an automatic session with Leadership, for between half an hour and an hour, at the end of the school day. During this time pupils will complete core skills activities
- If pupils do not engage fully in lessons, they will complete the work from that lesson at the end of the school day, with the classroom staff

Re-focus

- If a pupil is unable to engage in learning, they will be reminded of the school values and what we expect of them. If behaviour continues or escalates then classroom staff, or P1 (Primary support) or S1 (Secondary support) may direct the pupil to refocus. This is supervised by classroom support staff, and takes place in the refocus room, for up to 10 minutes
- Pupils are encouraged to recognise that they may benefit from refocus time and to ask staff for this
- This gives the pupil the opportunity to modify their behaviour. The aim of the refocus is for the pupil to return to class ready to engage

- This refocus will be logged on ClassCharts, by the classroom staff, with no further action

Regulation

- If a pupil is not ready to return to class after refocussing, then staff should inform P1 or S1. If necessary, they, or Leadership will direct the pupil to regulation
- The aim is for pupils to complete de-escalation exercises, using the Zones of Regulation, to be able to reflect on their behaviour
- Regulation staff will decide if pupils are ready to return to class. This can be between 1 lesson and 2 lessons
- Pupils should only return to class from Regulation at the start of a new lesson
- Pupils are encouraged to recognise that they may benefit from refocus time and to ask staff for this
- This refocus will be logged on ClassCharts, by the regulation staff, with no further action

Reflection

- A pupil can be placed in Reflection for a set period of time by Leadership, P1 or S1
- This time can be from 1 lesson up to 5 lessons
- During this time pupils should reflect on their behaviours, participate in restorative conversations and practices that will allow positive relationships to be restored, and complete work that will support the pupil in addressing the reasons why they have been placed in Reflection
- Pupils will complete curriculum based work
- Pupils will return to class after discussion with reflection staff, and agreement that they are ready to engage in learning
- Pupils should only return to class from Reflection at the start of a new lesson
- Parent/carers will be informed that their child has spent time in reflection, by Reflection staff
- If reflection has been planned for a pupil for the following day, then parent/carers will be telephoned the afternoon before

Personalised Timetable

- If a pupil is struggling to positively engage in learning, they may be offered a personalised timetable to support their social, emotional, mental health, and learning needs
- This will be for a short period of time and will be agreed by Parents/Carers, external agencies (where appropriate), and school. This will be reviewed weekly, with a clear plan for reintegration
- Only the Headteacher can make the decision to place a pupil on a personalised timetable

8. Serious Incidents

All serious incidents are reported to a member of leadership. A serious incident form will be completed on CPOMS, when any of the following has taken place:

- Physical Intervention
- Damage to property
- Danger to others
- Danger to self
- Committing or intending to commit a criminal offence

9. Positive Handling

Our priority is to ensure the safety of all members of the school community and the calm, orderly running of the school; this means there may be occasions when staff have to physically intervene in a situation. At all times, the government policy as outlined in the document called Use of reasonable force in schools (July 2013) is followed. Positive Handling takes place in line with Team Teach practices which have been authorised by the Local Authority.

On occasions it may be necessary to employ positive handling strategies. When:

- A pupil is in danger of harming themselves or others
- Property is being damaged or about to be damaged
- Good order is prejudiced

Positive handling is used when all other strategies have been exhausted. Only staff trained using Team Teach technique may employ positive handling strategies. All staff have a duty of care to intervene if a child is at risk of harming themselves or of harming others.

After a positive handling incident, a restorative meeting will take place as soon after the incident as possible. During this meeting an explanation is given as to why the intervention took place.

All positive handling incidents are recorded on an online incident sheet on CPOMS. Parents/carers are informed by telephone by a member of staff. In the event that the member of staff cannot make the call they must inform the Designated Safeguarding Lead immediately. The incident sheet is then reviewed by a member of the Safeguarding Team and logged.

Any pupil who is positively held more than once in a short space of time will be given a Positive Handling Plan. This will set out their preferred method of physical intervention and any other de-escalation strategies that could be used. This information is discussed with parents/carers. The information will then be held in a Positive Handling Plan, with parent/carer signed agreement, which is kept in the pupil's file. See Appendix A.

10. Suspension

Only the Headteacher can issue a suspension. In their absence, the designated senior leader may execute this responsibility but only in exceptional circumstances and after a full investigation. All decisions relating to suspensions will consider the individual needs and circumstances of the pupil(s).

Once a decision to suspend has been reached, the school will provide the parent or carer with the following information in writing:

- the reason for the suspension
- the period of the suspension
- return to school meeting date and time

On return from a suspension a senior member of staff will complete a return to school meeting with the pupil, parent/carers and home schools and external agencies, where applicable.

11. Bullying

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: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular protected characteristic (e.g. gender, race, sexuality)
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
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All school staff are alert to the signs of bullying and act promptly and firmly against it in accordance with the anti-bullying policy.

Our School Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis using systems including CPOMS
- Supports staff in promoting positive relationships to help prevent bullying
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensures that all of our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- Requires all members of the community to collaborate with the school to uphold the anti-bullying policy
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere
- Uses support from the Local Authority and other relevant organisations when appropriate

If bullying is suspected or reported, the incident will be dealt with immediately in line with our anti-bullying policy:

- A clear and precise account of the incident that will be recorded and given to a member of the Leadership Team
- The Leadership Team will interview all concerned and will record the incident which will be kept in the schools Anti-bullying file
- Key workers will be kept informed and if it persists the form tutor will advise relevant staff
- The school will provide appropriate support for the person being bullied
- The Leadership Team/Designated Safeguarding Officer will fully investigate any concerns
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with Child Protection and Confidentiality Policies

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including specialist anti-bullying organisations, Early Help or Children's Social Care, if a child is felt to be at risk of significant harm
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools
- All those involved will be asked to attend restorative meetings in line with the schools restorative practice. If the person who has been bullied does not wish to attend, they will be supported in writing an impact statement
- Staff will appropriately challenge incidents of casual homophobic, transphobic, xenophobic, or racially derogatory language, and it is frequently made clear to all members of the school community that this language will not be tolerated

All incidents of bullying will be evaluated in conjunction with the Headteacher and may result in one or more of the following:

- Restorative meetings
- Parent/carer meetings
- Meetings with Leadership team or Headteacher
- Suspension
- Permanent exclusion

12. Safeguarding

It is essential that every member of staff in school is aware of their Child Protection and Safeguarding responsibilities. Meadow Park has a safeguarding team, and all staff have training termly. We have robust systems in place for reporting and recording incidents.

The school staff recognise that changes in a pupil's behaviour could be an indicator that a pupil is in need of further support or protection.

This information will be shared with the safeguarding Team who will consider whether a pupil's behaviours may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding policy, and consider whether pastoral support, an Early Help intervention or a referral to Children's Social Care is appropriate.

Please refer to our Child Protection and Safeguarding policy for more information.

13. Pupils with SEND

We understand that behaviour is a form of communication, and we recognise 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. We will consider the whole child in the context of their individual needs.

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](#))

All pupils' individual needs will be identified and supported as we have a strong ethos of inclusion. 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 individual support to prevent distress to the pupil and unwanted behaviour from occurring as a result.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Our planned approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long, sensory circuits, fidget toys, wobble boards, timers, weighted blankets/snakes, black out tents, pea pods, use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload, zones of regulation
- Using a variety of teaching styles to support individual learner's preferences, now and next boards, adjusting seating plans to reduce distractions, chunked tasks and instructions, adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher, reduced language used
- Mentoring, therapy, short time out to self or co-regulate
- Adjusting uniform requirements for a pupil with sensory issues or skin conditions
- Training for staff in understanding autism/ADHD/speech and language difficulties, etc.
- Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. We believe firmly that early identification, leading to appropriate and timely support, can reduce incidents of high distress, leading to unwanted behaviour.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We recognise parents/carers know your children best and will work with parents/carers to create the plan and review it on a regular basis. We will also take account of the voice of the child.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

14. Confiscation, searches, screening

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

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to the school Behaviour for Learning Policy. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

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

The use of Vapes is not permitted on school grounds, under any circumstances. If a pupil is in possession of one this will be confiscated, parents/carers informed and referrals made for support. See Appendix B.

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

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

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

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 headteacher / designated safeguarding lead or senior leader, 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
- Coats

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. 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.

Screening

Any pupil's belongings that are not required throughout the school day will be handed in and placed in a locker upon entering the school building. All Secondary-

age pupils will then be screened and Primary-age pupils may be screened should their behaviour give reason do to so.

Screening consists of a pupil walking through the school's screening arch and if the arch detects something, a further manual screen with a handheld screening device will be undertaken to locate the object. If the object is safe to be kept on site it will be stored in the pupil's locker. If it is a prohibited item it will be confiscated and reported to the child's parent or carer and stored safely if deemed appropriate to do so.

15. Pupils at height protocol

Should a pupil climb onto the school's roof or upon any external fencing during the school day, the emergency services should be called.

School staff should not attempt to climb onto the roof or climb the fencing, but should try to talk the child down and the Premises Officer requested to bring a ladder to assist with this.

Clear signage is affixed around the building perimeter which warn of the dangers of falling from height or walking on fragile surfaces. Anti-climb paint and clear signage is in use around the edge of the school's roof.

16. Malicious Allegations

Parents, carers and pupils have the right to complain about actions taken by school staff which may include the use of reasonable force. If a specific allegation of abuse is made against a member of staff the school will follow the guidance set out in the Allegations Management Policy. As part of this process, the Headteacher will consider the wellbeing of any staff member accused of misconduct.

17. Monitoring arrangements

Monitoring and evaluating school behaviour for learning.

The school will collect data on the following:

- Pupil use of Refocus, Regulation and Reflection
- Attendance, permanent exclusion and suspension
- Serious incidents
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed daily, weekly, half termly, termly, and annually by Leadership.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour for learning policy will be reviewed by the Headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data as above. At each review, the policy will be approved by the full governing board.

Appendix A



Positive Handling Plan

Pupil:		Known triggers	Baseline indicators	Date:	Author: Review date:
Individual attributes		<p>Individual:</p> <ul style="list-style-type: none"> - End of favourite activity - Repetitive behaviours being interrupted - Hunger - Copying others - Unhealthy peer interactions - ACES <p>Class/staff:</p> <ul style="list-style-type: none"> - Change in staff or routine - Touching - Language - being told 'no' - Sometimes unknown 	<p>Individual:</p> <ul style="list-style-type: none"> - Happy - Smiling - Communicating <p>Class:</p> <ul style="list-style-type: none"> - Cooperative - Joining in - Interacting with staff and peers <p>Teaching:</p> <ul style="list-style-type: none"> - Verbally interacting - Following 1-2 step instructions 	Escalation-move from baseline	<p>Author: Review date:</p> <p>Behaviour in 'red zone'</p>
Strategies		<p>Individual:</p> <ul style="list-style-type: none"> - Opportunity to have regular healthy snacks during the day - Access to favoured resources - Comfort items (blanket, cushion etc) <p>Class/staff:</p> <ul style="list-style-type: none"> - Adapt environment-remove items that can be thrown - Keep voice calm, clear and supportive - Use distractions - Verbally explain changes and use timetable - Reassure and make pupil feel safe 	<p>Individual:</p> <ul style="list-style-type: none"> - Choice of activity at free time - Choose which task to complete first during 1:1 sessions <p>Class/staff:</p> <ul style="list-style-type: none"> - Consistent, trusted staff and approach - Opportunities to interact with staff <p>Teaching:</p> <ul style="list-style-type: none"> - QFT practice - Consultant structure - Visual timetable - Now / Next - Clear expectation 	<ul style="list-style-type: none"> - Vocalisations – deep angry voice - Repetition - Wide eyed - Agitated - Change in body language and facial expressions - Kicking doors, chairs and adults - Threats towards others 	<ul style="list-style-type: none"> - Verbal abuse and threats - Screaming and crying - Kicking adults and other pupils. - Kicking items/doors - Punching and pinching others - Using objects to hit others - Using objects to cause damage to property
		<p>Individual:</p> <ul style="list-style-type: none"> - Reassure that they are safe - Redirect to the next activity/distraction opportunity - Talk in a calm, encouraging way - Use different staff if needed. - Removed items such as lanyards/jewellery/glasses. 	<ul style="list-style-type: none"> - Verbally continue to reassure pupil they are safe. - Use of none hold guides to escort pupil away from danger or others in danger - Use of Refocus and Regulation rooms - Use of Team-Teach approved holds and guides to place of safety. Trained persons only. - Call for assistance 		

	Post incident recovery indicators	Possible function of behaviour
Individual attributes	<ul style="list-style-type: none"> - Becoming more relaxed - Quieter and calmer vocalisations - Crying, self blame - Rocking/swaying 	<ul style="list-style-type: none"> - Communication of unhappiness or anxiety - Sensory need - Response to unmet need (hunger, frustration) - Sensory - Attention - Attachment issues
Strategies	<ul style="list-style-type: none"> - Reassure they are safe - Access the Refocus and Regulation room for amount of time needed - Don't place demands on them or tell them of consequences 	Unmanaged risks: <ul style="list-style-type: none"> - Unprovoked attacking of others and/or damaging of property with no or little build up.

Notes:

Key adults:

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