

ABINGDON PRIMARY SCHOOL



BEHAVIOUR AND CONDUCT POLICY

Abingdon's Mission Statement

Abingdon recognises its responsibilities for child protection and the need for procedures to ensure that the welfare of the child is paramount.

We believe that everyone is unique and of equal value. We believe that all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs. No child or group of children will be treated any less favourably than others in being able to access services which meet their needs.

Reviewed – Oct 2025

Next Review – Oct 2026

Behaviour Policy Principles

Abingdon Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to our core values of: 'Respect, Responsibility and Resilience.'

Aims of the Behaviour Policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

Purpose of the Behaviour Policy

To provide simple, practical procedures for staff and students which:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- ✓ Take time to welcome students at the start of the day
- ✓ Expect and encourage pupils to walk sensibly and silently around school
- ✓ Be at the door of their teaching rooms at the beginning and end of each lesson/transition
- ✓ Never walk past or ignore students who are failing to meet expectations
- ✓ Always redirect students by referring to be 'Respectful, Responsible and Resilient'

The Headteacher and The Senior Leadership Team must:

- ✓ Be a visible presence around the school
- ✓ Regularly celebrate staff and students whose efforts go above and beyond expectations
- ✓ Encourage use of positive praise, phone calls/postcards/certificates/stickers
- ✓ Ensure staff are clear of behaviour policy and expectations: SLT to ensure appropriate staff training to enable consistent and fair behaviour policy implementation
- ✓ Use behaviour data to target and assess interventions
- ✓ Support teachers in managing students with more complex or challenging behaviours using the clear system of progression

Members of staff who manage behaviour well:

Deliberately and persistently catch students doing the right thing and praise them in front of others

Know their classes well and develop positive relationships with all students

Relentlessly work to build mutual respect

Remain calm, listen and deliver clear expectations of behaviour

Demonstrate unconditional care and compassion
Never reprimand pupils in front of other adults or pupils
Use 'active' learning strategies to engage children in lessons

Students want teachers to:

Give them a 'fresh start' every lesson
Help them learn and feel confident
Be just and fair
Have a sense of humour

BEHAVIOUR FOR LEARNING

Abingdon's core values: '**Respectful, Responsible, Resilient**'

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules of conduct '**Respect, Responsibility, Resilience**' which can be applied to a variety of situations and are taught and modelled explicitly.

See APPENDIX 1 for Abingdon Code of Conduct.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour

| Our conduct expectations | Visible Consistencies | Over & Above Recognition |
|---------------------------------|------------------------------|-------------------------------------|
| Respect | Daily meet and greet | Recognition boards |
| Responsibility | Calm conduct | MDA Lunchtime award |
| Resilience | Wonderful walking | Certificates (and class stars) |
| | | Home contact |
| | | Golden broom |
| | | HT/SLT praise |
| | | Class reward (cumulative) |
| | | Hot chocolate with the Head |
| | | Lunchtime class of the week |

Reward/Recognition explanations

- **Whole class cumulative reward** class teachers are free to be creative in setting up their own reward system for the class, but it should not put a numerical value of rewards by individual children's names.
- **Postcards** to recognition excellent behaviour/good work are sent home regularly by the adults in the classroom.
- Each week the class teacher chooses a child who has stood out in terms of good behaviour to have **hot chocolate with the head teacher**. This is at 2pm on Friday afternoons in the staff room for all classes (if the time is changed all staff will be notified)
- **Recognition boards** are used in each class to highlight good behaviour/hard work
- Each week after whole school celebration time Class teachers will also give out their own **certificates** for reader/writer/mathematician of the week
- Each week, the Midday Assistants will select a class from each key stage to be awarded **Lunchtime class of the week**. They will be nominated for consistently demonstrating excellent manners, lining up well and making good behaviour choices through the week at lunchtimes
- Each week the site supervisor chooses a class who have shown our core values by looking after their classroom – they are awarded the **Golden Broom**
- At the end of each half term the class vote for their child of the half term (based on our core values)- *in secret*. Some of the children present the award to the child in the **Children's assembly** at the end of the half term

| Focus: Relentless Routines | | |
|---|-----------------------------------|---|
| Praise in public (PiP) Remind in private (RiP) | Wonderful walking Calm conduct | Consistent language TIME IN not TIME OUT |

Example scenarios and appropriate script

Gentle approach, use child's name, child level, eye contact, deliver message

1. REMINDER:

I noticed you chose to (noticed behaviour)
This is a REMINDER that we need to be (Respectful, Responsible, Resilient)
You now have the chance to make a better choice.
Thank you for listening

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING:

I noticed you chose to (noticed behaviour)
This is the second time I have spoken to you.
You need to speak to me for two minutes after the lesson.
If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to partner class (learner's name),
Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.
Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your learning. You are breaking the school rule of being resilient/responsible. You have now chosen to catch up with your learning at playtime. Do you remember that yesterday you started your learning straight away and got it'

finished? That is what I need to see today. Thank you for listening.'

3. CALMING TIME:

I noticed you chose to (noticed behaviour)

You need to:

In lesson time:

1. Go to sit with partner class 2. Go to sit in a SLT's classroom

Playground:

1. Stand by other staff member 2. Sit on the picnic bench 3. Go to thinking space (allocated space with adult in inside). I will come and speak to you in two minutes

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and stand by the fence. I will come and speak to you in two minutes. Thank you for listening.' **TIME IN not TIME OUT that counts.**

PLEASE DO NOT describe child's behaviour to other adult in front of the child

4. FOLLOW UP, REPAIR AND RESTORE

- What happened? (Neutral, dispassionate language, speak at eye level of child, calm and considered)
- What were you feeling at the time?
- What have you felt since?
- How did this make people feel?
- Who has been affected? What should we do to put things right? How can we do things differently?

REMINDER:

It's not the severity of the sanction, it's the certainty that this follow up will take place in a timely manner that is important.

Non - negotiables

As a staff, we decided on some key behaviours that we need the children to focus on specifically. These are fluid and can change each year depending on need. They are always changed by liaising with staff to ensure that the right behaviours are focused on. We have whole school non -negotiables and classroom non-negotiables. Not following the non-negotiables does lead to a consequence

| Abingdon non-negotiables: | |
|---|---|
| Pupils speak politely and respectfully to everyone in school and listen to all adults. |  |
| Pupils walk on the left , and are silent in the corridors and stairwells (including using lockers). |  |
| We stay in class unless given permission to leave / taken out by an adult. |  |
| We enter and exit assembly silently , no talking, sitting facing the front). |  |
| We play calmly and gently in the playground, respecting personal space - We do not play fight or hurt anyone. |  |

| Abingdon Classroom non-negotiables: | |
|--|---|
| We look after all school equipment; |  |
| We keep our seating place clear and tidy |  |
| We stay in our seat unless we have permission or are using the 'Enable Table' |  |
| We focus on our task and let everyone concentrate |  |
| We let others speak and don't interrupt them |  |
| We listen and follow instructions from all adults the first time |  |

SANCTIONS/CONSEQUENCES

At Abingdon, we never use the word 'punishment'. We use the appropriate terms of sanction or consequence and this language is modelled to the children.

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the actions of individuals.
- Be **consistently** applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the **behaviour** that is unacceptable, and any sanction should address this, not be made personal to the child.

E.g. "I noticed you running around the dining hall. That behaviour is unacceptable."

Partner Classes

Children who are not making the right choices in lessons are given a friendly reminder(1st) in private and then a warning(2nd) in private. If they need to be spoken to a third time they should go to partner class.

Partner classes are be used to isolate unwanted behaviours and to give pupils the opportunity to reflect on their actions. The partner class may be used for a few minutes or for longer fixed term exclusions from class.

Class teachers will ensure that any child sent will arrive with their learning. If this is not possible or the child finishes the learning before the follow up conversation has taken place, teachers should ensure there is a box/tray of appropriate learning activities for the child to complete independently until the reparation conversation occurs.

No child should ever be left on their own outside a classroom.

Partner class list:

| | | |
|----------------|---|------------------|
| Y2 Foxes | ↔ | Year 1 Hedgehogs |
| Y1/2 Squirrels | ↔ | |
| Y6 Ospreys | | Y6 Hawks |
| Y5 Kestrels | | |
| Y3 Falcons | ↔ | Y4 Owls |
| Y3/4 Kites | ↔ | |

Loss of Free Time (L.O.F.T.)

LOFT sanction will be applied INSTANTLY if the following behaviour(s) is/are shown:

- Offensive language/swearing (verbally or inappropriate signs)
- Discriminatory language (e.g. homophobic, racist comments)
- Physical inappropriateness e.g. fighting

If a child is in a lesson and chooses to use any of the above behaviours, they will INSTANTLY move to the partner class. A follow up discussion will be held with the adult issuing the sanction.

If the child is outside at break time/lunch time, they will be brought inside IMMEDIATELY by the adult issuing the sanction to the member of staff on duty that day. The adult issuing L.O.F.T. as a sanction should always log the incident on CPOMS and note the sanction and the amount of time lost.

L.O.F.T Rota

| | |
|------------------|------------------------------------|
| Monday | Mr Wilcock (Rainbow Room) |
| Tuesday | Ms Spendlow (HT room) |
| Wednesday | Ms Flanders (DHT room) |
| Thursday | Mrs Lamb (SENCO Room) |
| Friday | Mr Brading/Miss Marsden (SLT room) |

If the person on duty that day needs to swap cover and to remind staff -a poster will be up outside DHT office to say whose LOFT day it is.

Children in Reception will have 'time in' within the class as directed by the class teacher or cover supervisor.

These classes can be swapped for key children if needed due to dynamics/siblings etc

Reparation / restorative sheets are to be completed to assist the discussion. The location of these sheets is:

Staff drive (T) > Behaviour > LOFT Restorative Thinking sheets.

Each sheet does not exclusively need to be used by children in that key stage; the sheet should be pertinent to the child's capabilities and is a tool to assist the restorative conversation.

A log of LOFT is kept online (google doc) and is available to all staff to add on the child that had been issued LOFT. This should be put on before the child comes to the member of SLT so that restorative conversations can be held straight away.

Sanctions model:

- Friendly reminder in private
- verbal warning in private
- (Move to another space e.g. another table to continue learning activity)- if appropriate
- Move to partner class - Parent informed
- If continuing child to speak to DHT/HT (out of class)
- Loss of free time (L.O.F.T.) Parent informed

There can be tweaks/changes to this procedure for SEND/SEMH children but those procedures should be in their plan and all staff who deal with them should know the clear procedure for them.

We also recognise that some children respond better to the adult they feel more comfortable with, therefore for key children LOFT might be with the class teacher/key adult rather than with the member of SLT.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

EXPLICITLY TEACH behaviour

MODEL the behaviour we are expecting

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

All teachers are expected to take time each week (during Circle Time or PSHE if capacity is stretched) to teach and model expected behaviours and core values.

Language around Behaviour

At Abingdon, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off', 'meltdown' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. **The phrase we use is 'in crisis'.**

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS, at the staff member's discretion.

BEHAVIOUR PATHWAY

Reminder

Warning

Time-In/Calming Time

Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

- Sent to SLT/DHT/HT
- Parents Phoned
- Parents Called to School
- Seclusion
- Exclusion



Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences – referred to as ACEs (Adverse Childhood Experiences) and family circumstances.

Staff are expected to follow the guidelines set out below as a reminder of their importance in dealing with children approaching or in crisis to de-escalate as effectively as possible:

1. Take deep breath to **calm** and **centre** oneself
2. Remember that **you are the adult** and the most in control at this time
3. My pupil is **doing the best he/she can** at this time given the skills and resources they have at this very moment.
4. Remember their **prefrontal cortex is not fully developed yet** (and won't be until they are in their mid-twenties!) Their brain is only as old as they are.
5. Their **Protective Brain** (amygdala / 'primitive reptilian brain') is directing them right now
6. At Abingdon, we choose to respond in a non-confrontational way, with kindness and respect at all times (return to step 1 if need be).

As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. It takes our most skilful self to build relationships with each individual child. These children will have bespoke 'My Plans' or positive handling plans'.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by Team Teach trained staff only. A list of Team Teach trained staff is maintained by the school Office and the Headteacher.

The school will record all serious behaviour incidents on CPOMS and any restraints using a Physical Intervention form. This can be found in **APPENDIX 5**.

Exclusions

Exclusions will occur following extreme incidents at the discretion of the Headteacher.

A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day /internal seclusion within the partner class or a member of the SLT/Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Abingdon, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who have been trained in Physical Restraint (Team Teach) should restrain a child. A full list of trained staff can be found in the Office.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.

- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, the child's best interests are at the heart of all our decisions.

Application

This Behaviour Policy is for all of our school community. If it is to be effective **everyone must use it with confidence and consistency**.

There may be occasions when adaptations may need to be applied e.g. swimming pool, Science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Written statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 is stated within the behaviour policy and explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of 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 Governing Body annually.



Code of Conduct

RESPECT

We treat everyone with physical and emotional respect
We speak kindly to one another
We celebrate everyone's differences

RESPONSIBILITY

We are responsible for our own actions
We are responsible for our environment
We are self-managers

RESILIENCE

We give EVERYTHING our best go
We do enjoy a challenge
We never give up

In our Abingdon Family, we are:

RESPECTFUL
RESPONSIBLE
RESILIENT

APPENDIX 2

Reparation Conversation form unlined



LOFT Restorative Thinking Sheet

1. What happened?

Remember that at Abingdon, we highly value honesty

2. What were you thinking at the time?



3. What are your thoughts **since** the incident?



Restorative
Thinking

4. Who was affected by the incident?

How were they affected?



5. What do you need to do to put things right?



APPENDIX 3

Reparation Conversation form lined



LOFT Restorative Thinking Sheet

1. What happened?

Remember that at Abingdon, we highly value honesty

2. What were you thinking at the time?



3. What are your thoughts **since** the incident?



4. Who was affected by the incident?

APPENDIX 4

Physical Intervention and Use of Reasonable Force Policy

Key Points

1. DEFINITIONS

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil out of a classroom by the arm

'Restraint' means to hold back physically or to bring a pupil in crisis under control.

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to leave an area.

Prevent a pupil:

- who disrupts a school event, trip or visit thereby posing a risk to safety;
- leaving the classroom where this would risk their safety or disrupt others;
- from attacking someone.

Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents on CPOMS and any restraints using a Physical Incident Report. This can be found in **APPENDIX 5**.

APPENDIX 5

PHYSICAL INTERVENTION REPORT FORM – to be completed when a child has required a physical intervention. Located Staff drive (T) . Behaviour > Physical Interventions

PHYSICAL INTERVENTION REPORTING FORM

| |
|---|
| Report Number: Name of Young Person: Date of Birth: Year Group: Date/Time of incident: Location: |
| CONTEXT: Events Leading up to the incident. Describe de-escalation strategies used |
| Anxiety (stage 1) Behaviours of Student: Staff Response: |
| Defensive/Escalation (stage 2) Behaviours of Student: Staff response: |

| NAMES OF OTHER PEOPLE PRESENT: identify which staff are team taught and the date of their training. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------|--------|--------|-----------|-----------|--------------|--|--|--|--|----------------|--|--|--|--|--------------|--|--|--|--|------|--|--|--|--|--------|--|--|--|--|--------|--|--|--|--|
| PERCEIVED RISK: reason for physical intervention. Be specific | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| POSITIVE HANDLING STRATEGY USED | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"><thead><tr><th>Standing</th><th>Seated</th><th>Ground</th><th>Guide</th><th>Restraint</th></tr></thead><tbody><tr><td>Single Elbow</td><td></td><td></td><td></td><td></td></tr><tr><td>Figure of Four</td><td></td><td></td><td></td><td></td></tr><tr><td>Double Elbow</td><td></td><td></td><td></td><td></td></tr><tr><td>Wrap</td><td></td><td></td><td></td><td></td></tr><tr><td>Shield</td><td></td><td></td><td></td><td></td></tr><tr><td>Other:</td><td></td><td></td><td></td><td></td></tr></tbody></table> | Standing | Seated | Ground | Guide | Restraint | Single Elbow | | | | | Figure of Four | | | | | Double Elbow | | | | | Wrap | | | | | Shield | | | | | Other: | | | | |
| Standing | Seated | Ground | Guide | Restraint | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Single Elbow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Figure of Four | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Double Elbow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wrap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shield | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Duration of physical intervention:
Date and time line manager notified:
Parent/Carer notified (date/method):
Name of injured people:
Injury sustained:
Accident form completed – Reference no: RIDDOR form: Yes No
Damage to property Reference no.:

DESCRIPTION OF OUTCOME – Recovery and depression (Stages 4 and 5)

POST-INCIDENT LEARNING – communication and response
Listen, Link, Learn (Stage 6)

Does the student have a 'positive handling', 'My Plan' / 'behaviour management' plan in place to prevent future incidents?

Yes

No

Signed: Position:

Date and time of report:

For any incident recorded as a restraint, this form must be returned to:

*Inclusion Support Officer
Education Access Service
Stopford House
Stockport*

Or electronically to:

eas@stockport.gov.uk

Copy to file/bound and numbered book

APPENDIX 6

PHYSICAL INJURY TO ADULTS FORM – to be completed in the event of an injury inflicted by a child prior to or during a physical intervention. Located Staff drive (T) > Behaviour > Physical Injuries Adults

Physical Injury Recording Form

**Please complete and save one copy on t:drive in:
Behaviour→Physical Injuries to Adults folder.
Print off another copy, sign and date it and leave it on HT's desk.**

Thank you.

| | |
|---------------------------------|--|
| Your name | |
| Name of the child | |
| Injury sustained | |
| Brief account of context | |
| Your signature and date | |
| | |

APPENDIX 7

SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS

Key Points Searching

School staff can search a pupil for any item if the pupil agrees.

Head teachers and staff authorised by them have a statutory power 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:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

- any article that the member of staff reasonably suspects has been, or is going 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

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

Who can search?

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Such items should be handed in to a senior member of staff.

Screening

It is not the policy of the school to routinely screen pupils without identified cause.

Further advice for staff can be found at this link:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

Appendix 8

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all of circumstances the head teacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.