# Abbey Lane Primary School

# Behaviour Policy

# Welcome to our Behaviour Policy

Our behaviour policy is designed to ensure all children's enjoyment of, and entitlement to, an excellent education. It helps children to display excellent behaviour that will equip them well for next week, next year and their whole life. All staff must conscientiously follow this policy which is designed to maximise learning and promote everyone's wellbeing.

**The success of our policy depends on:**
- All staff implementing it in a consistent and fair way.
- All staff committing to the ethos behind it.
- Senior Leaders supporting staff who follow the policy and intervening in the rare event that the policy is not followed.

We will publish this policy on our school website.

Updates to this policy can be approved by:
- The headteacher, or
- A member of SLT that has been delegated the task by headteacher.

# The Abbey Lane Core Values

At Abbey Lane, every individual is valued for who they are and what they contribute to the school and its community. We feel that this is summed up in our Abbey Lane Core Values:

Our Core Values are an essential tool in the personal development of all children.

The five Core Values are embedded in all of the children's experiences. Each of the values are visually present in every classroom and we aim for these values to be actively taught as well as experienced. One walk around Abbey Lane and it is clear that our school is immersed in these Core Values. They form the basis for rewards – weekly certificates, linked to one or more of the Core Values, are handed out in Friday Celebration Assemblies. These values also feature in other assemblies each term and act as a reference point for both staff and children throughout each and every day. Children are also taught that the Core Values are not just for school but for all aspects of life.

# Positive Behaviour Management

We are committed to fostering a happy and respectful environment where every pupil can thrive. This section of the policy outlines our approach to promoting positive behaviour within our school community.

**The Purpose of Positive Behaviour Management:**

Positive behaviour management is crucial for creating a school atmosphere where everyone feels safe, valued, and ready to learn. By focusing on positive behaviours, we cultivate a community that upholds kindness, respect, and responsibility. This approach not only enhances academic success but also helps pupils develop vital life skills such as empathy, self-discipline, and cooperation.

**Implementation of Positive Behaviour Management at Abbey Lane:**

1. **Setting Clear Expectations:** We begin by clearly communicating the rules and expectations to all pupils. These guidelines ensure that everyone understands what is expected and what it means to be a part of the Abbey Lane community.
2. **Recognising Good Behaviour:** We believe in celebrating both small and large successes. Positive behaviours, whether it's a kind word, a helpful action, or outstanding effort in class, are consistently acknowledged and praised by all staff – regardless of whether or not that staff member works regularly with the child in question.
3. **Providing Support:** When behavioural challenges arise, our approach is to offer support rather than punishment. There may be consequences put in place, but these are intended as a means to help the child learn from any mistakes that may have been made. This might involve discussing and reflecting on the issue, finding solutions together, or providing additional assistance as needed.
4. **Encouraging Responsibility:** Pupils are encouraged to take responsibility for their actions, helping them learn from their mistakes and understand the impact of their behaviour on others.
5. **Building Relationships:** Strong relationships between pupils, teachers, and parents are fundamental to positive behaviour management. The day begins with a warm welcome on the school gate and ends with a friendly goodbye. We collaborate to create a positive and supportive school environment.
6. **Meeting the Needs of All Pupils:** Great behaviour is also promoted by working hard to meet the needs of children who have SEND. At Abbey Lane, every teacher is a teacher of SEND. So, for example, you might see visual timetables that outline the child's routine. This can reduce anxiety and help the child to focus on their work.

By adhering to these guidelines, we aim to ensure that Abbey Lane Primary School is a place where everyone can succeed and feel proud. This helps us all work as a team to create a wonderful school filled with learning, growth, and positive experiences.

# Rewards

At Abbey Lane, the children are divided into 5 teams, all named after rivers of Sheffield: Sheaf, Porter, Don, Loxley and Rivelin. Children can earn team points from any members of staff in school for following one of our Core Values. When the team point is awarded, the member of staff awarding it will explain to the child which Core Value that they earned that point for. The team points are collated at the end of each week and the running totals are announced in Celebration Assemblies. At the end of each full term, the team with the most points gets a joint reward that the team can enjoy together – this could be time in the woodland area, extra playtime or a film in the Main Hall, for example.

**Individual classes will not have separate reward systems as there needs to be consistency across school.**

Weekly Celebration Assemblies are also a forum to reward and celebrate achievements. In these assemblies, each teacher will select one child from their class to receive a certificate, linked to a Core Value, for something that the child has achieved in the past week. Also, from KS1, one child from each year group (whose attendance from the past week is 100%) is named attendance champion for the week and these attendance champions are praised in Celebration Assemblies. Children who are noticed demonstrating the Core Values in the wider aspects of school life beyond the classroom are also celebrated in these assemblies – there is a lunchtime award and a 'Mr Calcutt Award' linked to this. In FS2, staff reward children with praise and encouragement. Stickers are also used to reinforce positive behaviour.

# Vigilance

All staff will be vigilant and proactive. That means that staff can reinforce good behaviour and manage any issues at an early stage (e.g. a playground game becoming rough). This includes every child, not just the children who are in the staff member's class or year group – it is a core belief at Abbey Lane that **all children are all staff's responsibility.**

Staff are mindful that, in some parts of school, there is not continuous supervision (e.g. toilets) and take this into account (e.g. unless unavoidable, allowing only one child to the toilet at a time from each class).

# Celebrating Differences

At Abbey Lane, we are firm believers in inclusivity – everyone is welcome, everyone is equal and everyone is accepted.

Children learn acceptance through outstanding teaching and seeing positive staff role models every day. We nurture the values in children that help them grow into respectful and tolerant young people (and then take these same values into adulthood).

Linked to our Core Values, we teach children to value diversity through various parts of our curriculum. However, sometimes children may use a phrase or word that is discriminatory and simply haven't

understood the meaning or impact. In instances such as these, our staff will seek to provide further education, which could take the form of class-based sessions or the inclusion in a relevant assembly.

Even If naivety is an issue, discriminatory words or behaviour are never tolerated and there will be a logical consequence. There may be other times when we are confident that the child knew what they were saying or doing. Staff will address this with a logical consequence that may be stronger.

# Trauma-Informed Practice

Our inclusive approach means that the wellbeing of everyone is a high priority. Positive wellbeing nurtures positive behaviour. That is why we became a trauma-informed school and why all staff have undergone training for this.

Trauma-informed practice means understanding, recognising, and responding to the effects of all types of trauma and adverse childhood experiences (ACEs). It involves creating a school environment that supports pupils who have experienced trauma, ensuring they feel safe and secure, and providing them with the resources they need to succeed academically and emotionally.

Trauma-informed practice is at the heart of what we do. Typically, when children can recognise and manage their own feelings, they self-regulate better and are more sensitive to the needs of others. We have a range of strategies and interventions that we use at Abbey Lane that reinforce this approach. For example, we use *The Zones of Regulation* (explained in the next section – 'Learning about Emotions'), *Mighty Minds* and *Anger Gremlins* to name a few.

# Learning about Emotions

Emotions are taught mostly in our Citizenship curriculum, through subjects such as PSHE. This curriculum also promotes kindness and inclusive behaviours towards others.

### The Zones of Regulation



The Zones of Regulation is a method for teaching children about their emotions and how to self-regulate these.

### How the Zones are used:
Staff give children the chance to self-identify their mood by using the zones of regulation throughout the school week.

The children learn to identify which zones they, and others, are in. This is supported by all staff who incorporate the zones into conversation and teaching. In every class, the zones are on display for children. Sometimes children cannot, or do not want to, name their specific emotion (e.g. worried), but they can still

identify which zone they are in (e.g. yellow). Once children understand the feelings in the zones, they learn ways to help self-regulate using tools, strategies and calming techniques.
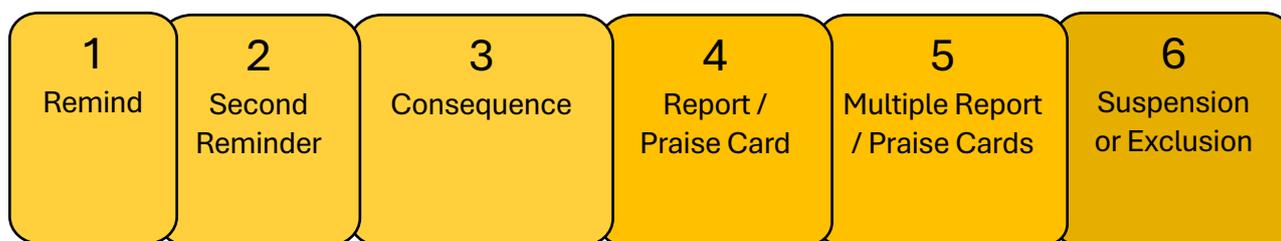
We encourage children to be accepting and open about their feelings. This helps us to teach them the best ways to deal with tricky emotions, be more aware of the children's triggers and better learn how we can support them.

**Helping children to self-regulate:**

- Calming tools: Some tools help children feel calmer (e.g. colouring, using stress balls, listening to calming music, going for a walk, yoga, deep breathing, fiddling with play dough).
- Energising tools: Some tools help children gain energy/feel less tired (e.g. drinking water, eating a snack, singing to favourite music, exercise - like going for a walk, dancing or jumping on a trampoline).

# The Stages

Our response to unacceptable behaviour has 6 stages.

| 1 Remind | 2 Second Reminder | 3 Consequence | 4 Report / Praise Card | 5 Multiple Report / Praise Cards | 6 Suspension or Exclusion |
| --- | --- | --- | --- | --- | --- |

## Stage 1: Remind

- Calmly, tell the child what they are doing.
- Re-state expectations.
- Give them a simple choice.
- Encourage positive behaviour (e.g. Thank others for doing right thing. Also, when a child has corrected their behaviour, thanking them for now making the right choice).

## Stage 2: Second Reminder

- If the unacceptable behaviour continues, the child will be calmly reminded of expectations/rules and warned that a consequence will be imposed if the child's behaviour choices continue.

## Stage 3: Consequence

- If the undesirable behaviour continues, a staff member will set aside time to carry out a restorative conversation with the child and a logical consequence will be agreed (this could be during social time, assembly time or when the member of staff has non-contact time).
- For more serious incidents, parents will be informed. The staff member will also ensure that there is an accurate record on CPOMS, our electronic recording system (including confirmation of contact with parents, if appropriate).

- Examples of logical consequences can be found in the '*Common Questions about the Stages*' section on page 8 of this policy.

If behaviour that triggers Stage 3 happens regularly:
- Staff will always report it to the headteacher or another member of the SLT.
- A positive behaviour chart **must** be used.
- Staff will involve parents (unless there is a safeguarding reason not to – see DSL if this is the case).

## Stage 4: Positive Behaviour Chart

There are five possible reasons why a child may be placed on a positive behaviour chart by their teacher:
1. If a child regularly displays unacceptable behaviour repeatedly in class or around school.
2. Bullying
3. Deliberate targeted violence
4. Theft
5. Any other incident that was so serious that a lesser stage would not be a suitable response.

When on Stage 4:
- Parents will always be contacted by the school when a positive behaviour chart is put in place. The school will state the concerns about the child's behaviour, explain how the chart will be completed and discuss with parents how we can work together to improve their child's behaviour. The headteacher must be informed but does not necessarily need to be present.
- The class teacher and parents will discuss any specific targets.
- The chart will be for a minimum period of 1 week.
- Feedback from the chart will be shared with parents on a daily basis by the teacher.
- At the end of the week, usually a Friday lunchtime, the child and their teacher will meet with a member of SLT to review the positive behaviour chart and decide whether or not the child will remain on the chart for another week or if they can move off the chart.
- If the child's behaviour improves significantly during the week, the child will move off the chart for the following week. The teacher will inform the headteacher and parents of this decision.

## Stage 5: Multiple Positive Behaviour Charts

- At this stage (depending on the child's needs) the headteacher and class teacher (with help from the SENDCo, if appropriate) will usually discuss any options for referring to support services and interventions (e.g. Family Intervention Service (FIS), Educational Psychology, Healthy Minds).
- A letter will be sent to arrange a meeting with parents, child, teacher, any other key workers and the headteacher (or another member of the SLT). The views of all parties will be considered.
- At this stage, consequences may include the child learning away from their class for extended periods.
- Parents and the child (if appropriate) may be asked to come in for further meetings. It is likely that the parent and child will be made aware that, if things do not improve, suspension (or permanent exclusion) may occur.

**Stage 6: Suspension**

If behaviour persists, or there is a very serious single incident, a suspension may be considered.

Very serious incidents can result in a suspension without having gone through the other 5 stages.

School leaders and staff will follow guidance from the Department for Education document, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (Sept 2023).

The school will consult with the Primary Inclusion Panel for advice and support.

If the child's behaviour continues, or there is an especially severe event, then a permanent exclusion may be considered after consultation with the school's Governing Body and the Local Authority. Parents have the right of appeal to the Governing Body against any decision to suspend or exclude their child. Guidance may also be sought from Sheffield Exclusions and Reintegration Team or Sheffield SENDIAS (if their child has SEND).

# Common Questions about the Stages

### Q1. Which stage do we start at?

For most unacceptable behaviour, staff start at Stage 1. There are some exceptions:

**Go straight to Stage 2:**

- If recent warnings have been given to the child or class. When making this decision, a staff member may take into account any SEND and how much time has passed since the warning.
- A direct refusal to do as directed by staff which will not lead to anyone being injured or damage to property.

**Go Straight to Stage 3:**

- A direct refusal to do as directed by staff which could lead to someone being injured or damage to property.
- Any seemingly intentional physical attack on someone else. This does not include rough play, jostling or snatching (Stage 1).
- Theft or deliberate damage to property.
- Any serious or discriminatory insult or threat made to anyone.

**Straight to Stage 4 (or above):**

Rarely, school leaders may move children straight to Stage 4. This is when an issue is so serious that no earlier stage would be suitable. It may include bullying, violence, theft, absconding, or a serious online safety incident.

### Q2. What do staff consider when deciding on a consequence?

When a Core Value has been broken, there should always be a consequence. The consequence will depend on the answers to certain questions, such as:

- How serious is the incident?

- Have any other incidents involving this child been recorded on CPOMS recently?
- Does the child seem genuinely sorry for what they did?
- Was the child honest straight away about what they did?
- Would the consequence matter to the child (e.g. Does a child like staying in at lunch anyway)?
- Does the child's SEND mean that adjusting the consequence will have more impact and still be fair?
- Any other background info (e.g. a recent family bereavement)?

Consequences should happen as soon as possible after the incident. For example, if an incident occurs in a morning lesson it would be appropriate for the consequence to be carried out at the next available social time.

### Q3. What types of Logical Consequence are there?
Logical consequences could be any of the following (however, this is not an exhaustive list):
- Restorative Conversation.
- Restorative conference with member of staff or another child.
- Writing or drawing how they could act differently next time.
- Catching up on missed work in their own time.
- Missing playtime or lunchtime play.
- Apology notes/cards.
- Tidying up mess made.
- Repairing or replacing damage caused.
- Spending time in another class.
- Going to see a member of SLT (this would usually be a Phase Leader in the first instance, then Assistant Headteacher, then Headteacher).
- Completing work in another class or with a member of SLT.
- Going to Cabin Club at lunchtime.

### Q4. What happens when children stay in at playtime or lunchtime?
They should be either:
- in their classroom supervised by an adult (children will never be inside at social times without a member of staff present).
- in the library area or outside the headteacher's office (but only if a member of staff is there to supervise them).

In both of the above scenarios, children will be involved in a restorative conversation, reflecting on the incident that has caused them to miss their social time.

### Q5. At what stage do you contact parents?
We will always talk to parents if a child reaches stage 4.

For lower stages, whether to contact parent will depend on how severe the behaviour is and how much it has affected others. We may also consider how positively the child responds to parents being informed. If

we need to do this more than once or twice, we'll talk to parents so there's a shared agreement about how much we do or do not contact them about lower stages.

**Q6. What happens if a child reports a behaviour issue about another child?**
Staff will always fully investigate any instance of reported behaviour from a pupil. If it is deemed, following that investigation, that a child has demonstrated poor behaviour, a member of staff will determine where on 'the stages' that child should be placed.

# Parent and School Partnership

## Parent Role

The parent's role in developing their child's behaviour is crucial. They can help school and their child when they:

- Act as a great role model to their child.
- Provide close cooperation between the family and the school in incidents where consequences are needed.
- Discuss the Abbey Lane Core Values with their child, emphasising that they support these values.
- Let us know of issues that might affect their child's behaviour.
- Work with us when their child's behaviour falls short of the high standards needed.
- Ensure that, in all matters involving their child, their conduct remains respectful to all members of staff.
- Trust school staff in their investigations and support of their child's behaviour and conduct in school.
- Attend parents evening to support their child's education.

## Communicating with Parents

The headteacher and other members of the SLT regularly communicate with parents to:

- State why we have the Core Values.
- Create a culture of both high expectations and partnership.
- Inform parents of how they can help their child by being role models, establishing positive behaviour patterns at home, supporting the school with positive re-enforcement and consequences for unacceptable behaviour.
- Seek their views on behaviour at school.

Teachers regularly communicate with parents to:

- Work together to sustain excellent behaviour.
- Raise notable successes or concerns. When we discuss a concern, it should be logged on CPOMS that this discussion has taken place.

Teachers communicate with parents through conversations at drop off/home time, phone calls, emails from the year group email address or letters sent home.

# Support for staff

Where staff feel that a child's emotional needs go beyond our core offer, they should talk to the headteacher or SENDCo about it. After this conversation, parents may be contacted to discuss bespoke provision. This might include support services (e.g. FIS, Educational Psychology, Autism Team). The child might also be added to the SEND register.

Staff should proactively seek knowledge of how to meet the needs of individual children. Whilst this may come from a member of SLT, it can also come from:

- Positive behaviour plans, SEND Support plans or EHCPs.
- Other staff in the year group.
- Staff in the previous year group who have a good knowledge of the child.
- The child's last school/setting.
- Other staff in school who've worked with similar needs.
- Reliable online information about different needs.
- Training (for example, through *The National College*).

Staff also have CPD on issues that affect behaviour (e.g. mental health).

Staff should be aware of their own wellbeing when managing behaviour. It is important that staff recognise when *they* feel anger, overwhelmed or vulnerable. If staff recognise these feelings, they should:

- Re-direct the child(ren) to a different task or safe place and follow the school's behaviour policy once they are more emotionally regulated.
- Seek immediate support from a colleague.
- Ask for guidance or supervision from a member of SLT.

More broadly, if managing behaviour is affecting a staff member's wellbeing, they should always speak to a member of SLT. Staff can also talk to our SEMH Lead, Miss Moralee. Additionally, wellbeing support can be accessed via our staff counselling and wellbeing offer (Westfield).

# Anti-Bullying Policy

We do not tolerate bullying at Abbey Lane Primary School. It is against everything that we stand for. Bullying is unacceptable and is always wrong.

The aim of this anti-bullying section of our behaviour policy is to raise awareness of bullying and further develop an anti-bullying culture throughout school.

### What is bullying?
Bullying has three parts to it:

| 1 | 2 | 3 |
|---|---|---|
| It's targeted | It's deliberately hurtful | It's repeated over a period of time. |

## What forms can bullying take?

| Type of bullying | Examples |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting, threatening behaviour. |
| Verbal | Name calling, sarcasm, spreading rumours, teasing. |
| Physical | Pushing, kicking, any use of violence. |
| Online/Cyber | Sending nasty messages, altering images of another child. |
| Sexual | Unwanted physical contact, sexually abusive comments. |

Bullying can have a racial, religious, sex or chosen-gender, sexual orientation (or perceived sexual orientation) aspect to it. This is always an aggravating factor.

Bullying is **NOT**, however, when two people have an occasional fight, fall out or disagreement.

### Proactive strategies

We talk to children about bullying in lessons and assemblies. We also have high expectations of behaviour and this is communicated to children via the Core Values. Children are taught that bullying is always wrong and this helps them to avoid bullying in the first place.

Whilst the best approach to bullying is preventing it happening, we also need to identify when it may be taking place and tackle it when it occurs.

To prevent, identify and tackle bullying, everyone has their part to play.

## Children

If you ever feel bullied or threatened at school, you must:

✓ Walk away.

✓ Tell the teacher or lunchtime supervisor straight away.

If you cannot do this, tell someone else - a staff member, a child or your parent/carer that evening.

Always report bullying: people who bully carry on bullying unless their behaviour is brought out into the open. Bullying is always wrong.

If you know another person is being bullied, follow these Dos and Don'ts:

**Do**
- ✓ Tell the child who is bullying to stop.
- ✓ Try and tell the child who is bullying that you disapprove of what they are doing.
- ✓ Tell a member of staff (the victim may be too scared to tell).
- ✓ Encourage the bullied child to join your group.

**Don't**
- ✓ Join in the bullying. Ever.

## Staff

### How all staff prevent bullying:

- Consistently enforce the attitude that bullying is always wrong and will not be tolerated.
- Make conscious efforts to develop positive and co-operative behaviour through the curriculum e.g. co-operative games, discussion about caring attitudes, respect for one another.
- Help to create a calm and orderly school (in classrooms, social times, cloakrooms etc) to reduce opportunities for bullying.
- Be aware of areas which could be prone to bullying e.g. playground, toilets, cloakrooms.
- Be vigilant by seeing and dealing with small issues – bullying can often be stopped from happening in the first place.
- Reflect on any incidents so that we can learn and better prevent them in future.

### How all staff identify and tackle bullying:

- Watch for signs of distress in children (e.g. deterioration of work, isolation, desire to remain with adult, illnesses).
- Listen carefully to children, looking fairly at both sides. Take what the children say seriously and ensure privacy if necessary.
- Report issues on CPOMS.
- Involve another staff member, the headteacher or SLT member, if appropriate.
- Use other children or the rest of the class in countering bullying, encourage them to support the victim and reject the behaviour of the child who is doing the bullying.

## Parents

If you are a parent, you play a vital role.

### How parents help prevent bullying:

**Do**

- ✓ Encourage your child to be kind to others and not to be aggressive.

- ✓ Teach your child positive ways to resolve conflict. Model these in your home.

- ✓ Watch for signs of distress in your child (e.g. reluctance to attend school, feigned illness, isolation, damaged clothing).

- ✓ Encourage your child to talk to you about school, friendships, and the journey to and from school.

- ✓ Monitor and involve yourself in your child's online use and regularly talk to them about being safe online. Ask school for advice or services you can turn to if you need more help.

**Don't**

- Promise to keep bullying a secret.

13

How parents help identify and tackle bullying:

**Do**

- ✓ Contact school as soon as possible if you have concerns that your child is being bullied or acting as a bully.
- ✓ Remember it can be a shock or upsetting to find out your child is being bullied or is bullying others. It's often useful to take 10 minutes out to process that information so you can deal with it in a composed way when discussing it with either your child or school staff.
- ✓ Work positively with school if further action is needed.
- ✓ (If your child is bullying others) Support consequences and make your disapproval clear to your child.

**Don't**

- • Rush to conclusions about your own child's or other children's behaviour.
- • Automatically dismiss the suggestion that your child has bullied another child.

Remember that every time there is bullying, or suspected bullying, school wants the same outcome as you: For every child to feel safe and happy at school. **Bullying is always wrong.**

## Supporting victims of bullying

A staff member will talk to the child and will:

- Ask the child about when and how they feel vulnerable to bullying.
- Ask the child about any fears they have of telling adults about the bullying.
- Reassure the child that the school will not stop acting until the bullying stops.
- Ask the child if there is any staff member they'd like to talk to for support.

The child's teacher(s) and other staff, including lunchtime supervisors, will be informed about the bullying. Parents will be informed.

## Possible Strategies (depending on the victim's needs):

- Daily check ins so parents can be informed about how the child's day has gone.
- Arranging a meeting between the victim and the child(ren) who have been bullying.
- Creating (formally or informally) a circle of friends for the victim.
- Giving the child strategies to help prevent future bullying.
- Providing activities or strategies which help build the child's self-esteem.
- Providing support for online safety.
- Offer parents advice or support to help deal with any issues (or signpost to support services).

It may not always be possible to share with the victim, or their parents, of any actions or consequences that have been put in place for the child who has carried out the bullying.

## Supporting perpetrators of bullying

We recognise that children who bully do so because of a range of different factors (e.g. learnt behaviour, home circumstances, medical and neurological conditions). Children who bully can often be distressed or confused themselves. Sometimes, none of the above apply and the child was simply doing wrong. Whether we can or can't identify a reason for the bullying, there will be consequences.

We will:
- Talk to parents and explain what we found when we've investigated.
- Encourage, if necessary, parents to take the bullying very seriously.
- Encourage a 'joined up', partnership approach between home and school.
- Ask if parents can share any info which might help us understand and tackle the causes of the bullying.
- Discuss what consequences, rewards, and preventative measures could be used to help stop all bullying behaviour.
- Offer support to parents to help deal with any issues raised.

### Monitoring bullying

Reported incidents are logged on CPOMS to ensure an accurate account is kept. This helps leaders to monitor the nature and frequency of any bullying. All bullying, homophobic, gender-based and racial incidents are reported to our school governors.

# Pupil behaviour outside school

From time to time, school are made aware of issues that happen outside school (e.g. on the way home from school). Schools do have the authority to use rewards or consequences for children's behaviour outside of the school premises, as long as this is reasonable.

We follow the DfE guidance (Behaviour in schools: Advice for headteachers and school staff, Sept 2022). This outlines that schools may provide sanctions to pupils for misbehaviour:
- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil at the school.
- That could adversely affect the reputation of the school.

Staff who are made aware of any incidents should raise it with a member of SLT and record it on CPOMS.

# Searching Pupils

The use of legal search powers is uncommon in primary schools. Nevertheless, the DfE ask schools to outline their approach to this.

Our school policy follows the DfE guidance which says that:

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

- Headteachers, 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:
  - knives or weapons
  - alcohol
  - stolen items
  - tobacco and cigarette papers, illegal drugs, fireworks
  - Inappropriate sexual images
  - any item that the school suspects has been, or is likely to be, used to:
    - commit an offence,
    - cause personal injury to any person (including the pupil).
    - damage to the property of any person (including the pupil).

Headteachers, and authorised staff, can also search for any banned item as long as it had previously been explained that this banned item might be searched for.

Any use of search powers will be recorded on CPOMS, including the reason for the search and who was present. Parents will be informed if a child has needed to be searched. The reasons for searching the child will be explained, as well as any outcome.

# Positive Handling

Positive handling is when an adult uses reasonable force to prevent a child from moving or to move a child. Use of positive handling is extremely rare at Abbey Lane. Most children go through their entire school life without the need for positive handling.

Schools have a duty of care to all of their children. DfE guidance on using reasonable force states that this means that positive handling can be used to:
- Prevent a child from hurting themselves or others.
- Prevent a child from disrupting a school event, trip or visit.
- Prevent a child from running away.
- Prevent a child from damaging property.
- Prevent a child from causing disorder.

Any positive handling must be **reasonable** and **proportionate** and **necessary**.

Despite schools having the legal powers to use force in this way, staff will always endeavour to de-escalate situations and only use force when no other option is appropriate.

The decision whether to physically intervene is down to the professional judgement of the staff member(s) concerned and always depends on the individual circumstances.

Lawful use of these powers is a defence to any legal action. Schools do not require parental consent to use positive handling. However, whenever positive handling is used, the parents will be informed.

The power to physically intervene applies to any member of our school staff. Not all staff are trained but if, for example, on a school trip, a child was about to put themselves in physical harm, it may be in the child's best interests to physically intervene (e.g. prevent a child from running into the road). The headteacher will ensure that the level of staff training (e.g. Team Teach training) is appropriate for the level of need in our school.

At an appropriate time, soon after the incident, a child who has needed positive handling will have the opportunity to discuss their actions and their feelings about the event with a member of staff. This discussion is a chance to check on the child's wellbeing and to help them to reflect on the event.

Written records of all incidents of positive handling will be made on the day, or as soon as is reasonably practicable, using CPOMS. This will include:
- Reason(s) for use of positive handling.
- Member(s) of staff using positive handling.
- Names of any adults (and children or classes) who witnessed the positive handling.
- Description and approximate duration of positive handling used.
- Location(s) of incident.
- When/how parents were informed.
- Any reflection and consequences for the child (this is important to help reduce the use of positive handling over time). Also, any post-incident reflection with staff.

# Information Sharing

Staff should be aware of children who have behavioural difficulties or who have been identified as having SEMH (social, emotional & mental health needs) on the SEND register. Staff working with such children on a regular basis should, wherever possible, be informed prior to working with these children.

Staff should use CPOMS to share information about any serious behaviour issue.

All serious incidents or discriminatory words or behaviour must be recorded on CPOMS.