



Alder Grove
Church of England Primary School



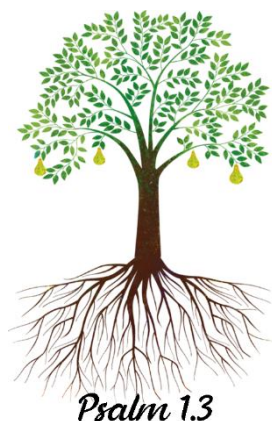
Behaviour Policy

Version Control

Version	Date	Description
1	Autumn 2020	New Policy
2	Summer 2022	Updated upon Review
3	Summer 2024	Updated upon Review Removal of Suspension and Permanent Exclusion to separate policy Use of Reasonable Force and Searching, Screening and Confiscation sections added
4	Summer 2025	Update Therapeutic Thinking approach Language Update to Behaviour Waves

Date: Summer 2025
Review: Summer 2026

Christian Vision at Alder Grove



Our vision for Alder Grove School is about the importance of roots. Just as a tree cannot grow to be healthy and strong without good roots, so we believe that children need the right conditions to grow and flourish.

Our school community at Alder Grove is rooted in the following values:

- Kindness
- Service
- Truthfulness
- Forgiveness
- Courage
- Perseverance

We see these values in the life of Jesus, and Christians choose to live their lives rooted in him. At Alder Grove, we want to help all our children, whatever their faith background, to grow deep roots which will enable them and the whole community to be strong and healthy learners, and to care for each other.

As we live out these values, we help each other to flourish and grow. Our vision is not just about individuals but about a whole community, so we emphasise the importance of serving each other, and treating each other as we would like to be treated, and we also believe in the importance of caring for the world around us.

When the roots are healthy, we will see fruit growing:

‘They are like trees planted along the riverbank, bearing fruit each season’ (Psalm 1.3).

The right roots will allow our children to fulfil their potential in all areas of life.

Behaviour Policy

Description:

The purpose of this policy is to provide staff, pupils, parents and governors with a clear guide to principles and practices relating to the promotion of positive behaviour.

It aims to create and sustain a positive, supportive and secure environment for all who work in the school underpinned by our school values. This policy also highlights the use of reasonable force (*All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder*) and Searching, Screening and Confiscation.

Our Christian Values and Vision underpin our written and hidden curriculum. This policy highlights classroom practices and procedures that promote high quality behaviour.

Aims:

- To encourage a calm, purposeful and positive atmosphere within the school that facilitates the learning process.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

A Therapeutic Approach

At Alder Grove CofE Primary School we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. At Alder Grove CofE Primary School, we will promote a therapeutic approach towards behaviour management. To enable this, it is the responsibility of every adult at our school to seek to know how to promote valued behaviours, to know how to manage detrimental behaviours and to have an understanding of what behaviour might be communicating. All staff will be trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Promoting Valued Behaviour

At Alder Grove CofE Primary School, we want to promote valued behaviours. Initially, we do this by having clear expectations for behaviour. These expectations are set out in our 'Alder Grove Key Code' (Appendix 3) and our Behaviour Curriculum which links directly to our school Values.

To ensure the 'Alder Grove Key Code' is effective it is:

- agreed by the children and clearly understood;
- displayed
- fair and consistent
- linked directly to our school Values

At Alder Grove CofE Primary School, we adopt a therapeutic approach; we want to **teach** behaviour, rather than **impose and demand obedience**. Through the therapeutic approach, we build positive relationships by:

- using a tone, pitch, cadence and volume that would be appropriate to be used with all adults and children
- listening
- having mutual respect

- being consistent
- highlighting good models of behaviour
- developing scripts and routines
- using positive phrasing and positive body language
- planning
- comforting and forgiving
- empathising
- giving pupils time to reflect, repair and restore

Celebrating Valued Behaviours

At Alder Grove CofE Primary School, success is celebrated and individual and collective achievement valued. Children are encouraged to identify their own and others' strengths and to recognise and value diversity.

The achievements of individual children are celebrated in many ways as an on-going process in all aspects of school life, by:

- praise
- displays of work
- sharing success with the school community
- Alder Grove Excellence Award
- invite parents/carers to Celebration Assembly to share their child's success
- discussions with parents/carers – often brief verbal comments at the end of a particularly good day
- parents/carers evening and annual school report to parents/carers
- Vision Champion Award
- Class Positive Pasta reward
- articles in local magazines and newspapers

Achievement Certificates

Each week valued behaviours will be celebrated through the Alder Grove Excellence Award, these are behaviours that have demonstrated one of our school Values. To preserve the value of these certificates as a reward, ~~two~~ one name per class per week will be nominated. Occasionally two for exceptional circumstances.

Detrimental Behaviour

Low level detrimental behaviour can be defined as behaviour which disrupts a pupil's learning or the learning of others.

Teachers will make explicit their high expectations of behaviour by following 'Alder Grove Key Code' and disruptions will be dealt with fairly and consistently (Appendix 3). Children will be taught what valued behaviour for learning looks like and this will evolve as they progress through the school. Repeated incidents of detrimental behaviour may lead to alternative short-term provision within school. Parents will be informed of repeated or serious detrimental behaviour.

Should detrimental behaviour escalate, in or out of the classroom, staff will follow the escalation process guidelines.

Children may have a Risk Reduction Plan drawn up and may follow different steps of intervention.

Interventions may include support at playtime, additional support in class or providing alternative short-term provision in school. Children will be expected to complete a reflection sheet to support them in their understanding of their actions (Appendix 4).

Repeated incidents of behaviour which contravene the Behaviour Policy may mean that the school completes an Early Help Assessment to seek advice from external agencies, such as SEND Services. If property has been damaged, then the school may ask parents to provide replacements. Serious one-off breaches or repeated breaches of the Behaviour Policy may lead to suspension or permanent exclusion. Please see TKAT Suspension and Permanent Exclusion Policy for more details.

At Alder Grove, we have defined detrimental behaviour within 3 levels.

Wave 1 Detrimental Behaviours:

<u>Definitions</u>	<u>Main strategies/ procedures</u>	<u>Staff to be involved</u>
Incidents at this level include infrequent examples such as: • low-level disruption – talking at inappropriate times, off task, calling out, distracting others. • disruption in corridors or within transitions in class • not following instructions • not completing tasks in class through a lack of effort • poor manners • use of unkind words towards others • failure to look after school property • not telling the truth • minor physical behaviour not intended to hurt others (pushing out of the way)	• Verbal reminder of expectations highlighting the impact the detrimental behaviour is having on themselves and others. This could include tips on how they could show valued behaviours e.g. ‘Maybe you could try...’ • Discouraging techniques (Limited choice, positive phrasing, disempowering behaviour) • Positive reinforcement of valued behaviour choices	Wave 1 behaviours should be dealt with in the moment by the adults who have witnessed it, this includes behaviour inside and outside the class. • Class Teacher • Support Staff • Lunchtime Staff

Wave 2 Detrimental Behaviour:

<u>Definitions</u>	<u>Main strategies/ procedures</u>	<u>Staff to be involved</u>
Incidents at this level include examples such as: • Continued and deliberate low-level disruption (see Wave 1) • Occasional defiance – purposely not following instructions • Continued lack of effort – poor attitude • Occasional use of unkind words towards others • Deliberately damaging school property i.e. drawing on tables/ walls	• Use positive phrasing, limited choice, use of a de-escalation script. • Should an incident happen over lunchtime, the child/group of children will be expected to remain with an adult on duty for a discretionary period of time. During this time, they should be supported in observing and discussing valued behaviours. • Reflection time with class teacher – completion of reflection form including restorative discussion and positive reinforcement of valued behaviour to help support	Wave 2 behaviours should be initially dealt with in the moment by the adults who have witnessed it, this includes behaviour inside and outside the class. Staff members who are unable to do a reflection with a child should report the behaviour to the child/children’s classroom teacher for them / a member of support staff to action instead.

• Infrequent use of inappropriate/offensive/language • Infrequent physical behaviour – intending to hurt • Frequently not telling the truth • Frequent misuse of technology	• the child make valued behaviour choices in the future. • <i>Store reflection sheet in class behaviour folder and log on CPOMS.</i> • Informal meeting / telephone call with parents. • Consider a review of provision and implementation of a behaviour support plan.	
--	--	--

Wave 3 Detrimental Behaviour:

Definitions	Main strategies/ procedures	Staff to be involved
Wave 3 behavioural incidents are those that cannot be resolved using Wave 1 and Wave 2 strategies. Incidents at this level include examples of significant detrimental behaviour such as: • Significant disruption to learning e.g., whole class/ sustained periods • Continued defiance/refusal to follow adult direction • Continued use of offensive language • Continued aggressive behaviour towards others • Theft • Significant damage to school property and/or building • Founded bullying after investigation through Anti-Bully Policy • Behaviour of a sexual nature (inappropriate touching, comments, jokes) • Racist / sexist/ homophobic or discriminatory behaviour	1) Support the child to regulate before any further action is taken This could look like: • Find a safe space – Find a space where the child can regulate away from others if possible. • Co-regulation – Get down to the child's level – e.g. sit on the floor or join them under the table. You may need to sit in silence together if they are not ready to talk. Offer them the Regulation Box. • Use of positive touch – only if a child responds well to this and if it is safe to enter their personal space • Option of a preferred activity – doing a calm activity that the child enjoys to help them regulate. • Change of face – is the adult with them having a positive or negative impact on their regulation? Would a different adult have a greater impact in that moment? • Call for support – is there a significant risk of the child endangering themselves or others? • Use a supportive approach e.g. positive phrasing, limited choice, use of a de-escalation script. • Encourage child to safe space 2) Investigation The class teacher needs to undertake an initial investigation. (This may mean support staff are required to cover to enable this to happen in a timely manner.) • Listen to all sides of the story (speaking to linked individuals).	Depending on the behaviour, the incident may need to be escalated to a more senior member of staff. 1) Class teacher – to start initial escalation and investigation 2) Phase Lead/Nurture Lead* to support class teacher once above process has been actioned 3) SENDCo**/Deputy Headteacher 4) Headteacher <i>* Nurture Lead - Only to be called upon if the child has been referred to Nurture support.</i> <i>** SENDCo – Only to be called upon if the child has a SEND need or SENDCo is deputising for the Deputy Headteacher and/or Headteacher.</i> The following behaviours are automatically escalated to the Phase Lead to decide if they wish to escalate to the Deputy Headteacher or if they deal with it themselves. (This may mean support staff are required to cover to enable this to happen in a timely manner): • Significant disruption to learning e.g. whole class/ sustained periods • Continued defiance/refusal to follow adult direction

	- Decide if the incident needs to be escalated to the phase lead or higher. (See next column) 3) Reflection - Reflection time with the most appropriate adult depending on the severity of the incident – completion of reflection form including restorative discussion and positive reinforcement of valued behaviour to help support the child to make valued behaviour choices in the future. <i>Store reflection sheet in class behaviour folder and log on CPOMS.</i> 4) Consequence - Decide upon a meaningful, relevant and proportionate consequence for the pupil. (Protective / Educational) - Possible alternative provision within school - Possible therapeutic plan implemented - SEND intervention/assessment if appropriate - Early help assessment and DSL intervention if appropriate - Inform the parents and arrange a formal meeting if necessary All incidents of Wave 3 behaviour must be recorded on CPOMS	- Continued use of offensive language - Significant damage to school property and/or building The following behaviours are automatically escalated to the Headteacher: - Continued aggressive behaviour towards others - Theft - Founded bullying after investigation through Anti-Bully Policy - Behaviour of a sexual nature (inappropriate touching, comments, jokes) - Racist / sexist / homophobic or discriminatory behaviour
Suspension and Permanent Exclusion Policy to be considered as a last resort after a WAVE 3 detrimental behaviour.		

Consequences for detrimental behaviour will be proportionate and responses may vary according to the age, needs and any other special circumstances that affect the pupil. When detrimental behaviour is identified, sanctions will be implemented consistently and fairly in line with the Behaviour Policy. Sanctions will be decided by school staff and will be applied when behaviour demonstrated by pupils is detrimental at any time during the school day, and/or at events held out of school hours when children are representing the school, including online.

Adults in School

Just as it takes a whole community to raise a child, it takes a whole school to support children with promoting valued behaviours. All adults are expected to follow the therapeutic approach. They should be role models around school displaying behaviours with each other and towards children that are set out in the 'Alder Grove Key Code' and Behaviour Curriculum. Adults will be expected to follow this policy in a consistent and fair way to all pupils. Adults will be supported in developing valued behaviour in their classrooms and if more sustained or ~~serious~~ detrimental behaviours occur in the classroom, other adults can

be sent for immediately. Volunteer helpers or work experience students should refer to the class teacher in the first instance. The training needs of adults will be addressed as part of our staff development or as individual need arises. Staff will be offered a debrief time to reflect following serious detrimental behaviours.

Governors

The Headteacher will report to the Governing Body on a regular basis about the behaviour in school and the implementation of the policy. Governors will be involved in policy review.

The role of parents and carers

The school works collaboratively with parents and carers in an effort to ensure that children receive consistent messages about how to behave at home and within school. We explain the school values and expectations in the home-school agreement (see appendix 2). We expect parents and carers to read these and support them. We aim to build a supportive dialogue between the home and the school. We will inform parents and carers immediately if we have significant concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences for a child, the expectation is that parents and carers will support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school office who will arrange for a senior member of staff to meet with them. If these discussions cannot resolve the problem, a formal complaint process can be implemented via the school governors.

Behaviour of Staff

Staff are aware of the powerful influence they exert as behaviour role models. Therefore, staff treat all pupils, and also each other, with courtesy and respect at all times. The behaviour policy guidelines are to ensure that there is consistency for all adults in the school.

Physical/corporal punishment

At no time is physical or corporal punishment used. Other unacceptable sanctions include:

- Giving 'lines' – the punishment needs to fit the 'crime'.
- Punishing the whole class for the misdemeanours of individual pupils.
- Leaving or putting a child in an unsupervised situation – this would include keeping a child 'in' unless a member of staff is with the child or sending a child out of the room to somewhere they cannot be seen.
- Leaving a child standing or sitting outside the Office during playtime or lunch time unless this has been discussed and agreed with the Headteacher – Office/Admin Staff have their own jobs to do and cannot be expected to supervise pupils.

Children with SEND or additional needs

We recognise our legal duty under the Equality Act 2010, with respect to safeguarding and supporting pupils with special educational needs and disabilities (SEND). Approaches to managing the behaviour of these children will be decided by school staff after appropriately considering all safeguarding arrangements and needs of the child. Agreed approaches will usually be decided in consultation with our SENDCo. When a child with SEND displays detrimental behaviours, the school will consider the nature of the child's SEND and the extent to which they understand and are in control of what they are doing. Children with SEND may not be issued sanctions for behaviours which they cannot control; this will be dependent on the circumstances and needs of the specific child.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- The implementation of this policy will be monitored by the Headteacher, the senior leadership team and governors via meetings and through observations.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of detrimental behaviours, and put in place support to prevent these from occurring. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Some of these preventative measures may include the following:

- Movement breaks.
- Adjustment to seating plan.
- Uniform adjustments.
- Safe spaces for regulation

Adapting management strategies for children with SEND When considering the management strategies for a pupil with SEND we will take in to account the following:

- 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

If the school has a concern about the behaviour of a pupil with an Education, Health and Care Plan (EHCP), it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP. The SENDCo may evaluate a pupil who exhibits detrimental behaviour to determine whether they have any underlying needs that are not currently being met. 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.

Use of Reasonable Force

Introduction

This policy reflects the expectations of the Children Act 1989 and the Human Rights Act 1998. It is also consistent with the guidance provided by the Department for Education (DfE). DfE guidance states that schools should not have a 'no contact' policy as such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm either to themselves, other pupils or adults or property.

The DfE produced an advisory document called 'Guidance for Safer Working Practice for adults who work with children and young people'. The document was updated in May 2019 by the Safer Recruitment Consortium. The Keys Academy Trust (TKAT) Staff Code of Conduct references this guidance which includes information on dealing with Behaviour Management and The Use of Control and Physical Intervention. DfE guidance 'Use of Reasonable Force' has informed the content of this policy.

TKAT strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Schools do not require parental consent to use force on a student.

This power extends to times when staff (or other adults see 1.3) are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where staff use the power to apply physical intervention or force will be recorded.

A record will not be made unless directed where pupils are held to help them to calm or reassure them, or where touching a pupil might be proper or necessary. The following examples are not exhaustive but may include:

- Holding the hand of the child when moving around the school or when on visits or in other settings
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Where directed, the Individual Behaviour Plan and/or Pastoral Support Plan will be reviewed and updated.

Schools have a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEND). The school SENCO will ensure the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and provide professional guidance to colleagues to ensure that pupils with SEND receive appropriate support.

TKAT will ensure that staff training is available to meet identified needs. Schools must take responsibility to ensure that appropriate staff attend training.

Definition of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

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

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the judgement of the adult concerned and should always depend on the individual circumstances.

Adults can use reasonable force to:

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

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm (see Searching, Screening and Confiscation information in Appendix 2).

This list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools cannot use force as a punishment. It is always unlawful to use force as a punishment.

Physical Interventions – Definitions

Restraint
The reasonable use of minimum force required to overpower a child or young person with the intention of preventing them harming themselves, others or causing serious damage to property (and within education settings preventing behaviour prejudicial to good order).
Holding
To assert authoritatively. Action taken to discourage a child or young person from causing harm, damage or disruption but which of itself would not prevent such harm, damage or disruption.
Escorting
Accompanying a child or young person for protection or guidance. Escorting may include physical touch.
Breakaway

The reasonable use of minimum force required to disengage from dangerous or potentially harmful physical contact with a child or young person.

Reasonable force

There is no legal definition of 'reasonable'. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

The following restraint techniques have been identified as presenting an unacceptable risk when used on children and **must not** be used:

- × the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- × the 'double basket-hold' which involves holding a person's arms across their chest; and
- × the 'nose distraction technique' which involves a sharp upward jab under the nose.

Prevention

Children or young people who are constantly in conflict with themselves or others are less able to access learning and develop their potential. Children and young people with difficult or challenging behaviour should be helped to manage themselves in ways that enables them to learn and develop. In order to do this a stepped approach to the prevention of confrontative and challenging behaviour will be adopted including:

- Ensuring the best possible match between the child or young person's needs and the staff's ability to meet those needs.
- Developing an ethos in which there is the expectation that children and young people will be well behaved. It is believed that children and young people develop and learn self-control better through reward and positive responses to acceptable behaviour rather than disapproval and imposition of sanctions when they behave badly. A major factor in creating an environment, which is generally well ordered, is the quality of the relationships between staff and children/young people. Staff and carers will work to develop relationships with children and young people based on mutual trust and respect and will use these to communicate expectations regarding acceptable behaviour.
- It is recognised that staff and carers need to feel safe in order to carry out their duties and the school will ensure that they receive the necessary training and support to enable them to do so. It is not acceptable for staff or carers to become the victims of verbal or physical abuse from children/young people and their parents, and all options will be explored to prevent this from happening.
- Adopting a non-confrontative, pragmatic and problem-solving approach to signs of mounting anger in children and young people. When children/young people begin to lose control staff and carers will explain clearly what is expected and will tell and show the child or young person how to behave in an acceptable manner. In these circumstances staff and carers will demonstrate to children and young people unconditional positive regard (while clearly identifying their behaviour as unacceptable) and keep in mind throughout that the purpose of intervention is to enable the child or young person to learn self-control.
- Intervening early when there are signs of increased aggression and employing techniques of defusion and de-escalation to calm and distract young people to enable them to regain self-control. The best prevention is based on a full and proper understanding of a child or young person's needs. The better the child or young person's needs are understood and met, then the less the likelihood of confrontation. Where children and young people are known to have challenging behaviours then a proper risk assessment followed by shared planning is the basis for appropriate management.

- Involving both professionals and parents/carers in developing a behaviour management strategy within the child's care plan / pastoral support plan and /or behaviour management plan for those who have enduring self-management difficulties. The strategy will include agreement on reasonable expectations in relation to the child or young person's behaviour and on the strategies to be adopted to manage future difficulties. They will also indicate what rewards are available for improved behaviour and what sanctions will be imposed for further incidents of unacceptable behaviour.
- Resorting to the use of physical interventions, including restraint, as a last resort. The use of restraint is an act of care intended to provide external control to a child or young person who has temporarily lost self-control. It is important to take the use of restraint extremely seriously and to ensure that an opportunity is offered to the child/young person to reflect on their experiences, and that staff involved will be debriefed after a restraint in order to promote learning and to reduce the likelihood of future incidents.
- There is a stepped approach to prevention which begins with developing an ethos in which good behaviour is a reasonable expectation, proceeds through to a number of stages of intervention to deal with signs of mounting anger and aggression and culminates in the use of force (restraint) only as a last resort.

Risk Assessment

In any school there will be a small minority of children whose behaviour in some circumstances may need to be managed by the use of planned physical intervention.

Where this behaviour has the potential to cause harm, injury or serious damage, early identification and appropriate intervention through a planned risk assessment is necessary in order to minimise potential difficulties and ensure the safety of all involved.

The risk assessment should not only focus on the potential for aggressive / challenging behaviour but for those children and young people who are deemed to be vulnerable through emotional and traumatic experiences. The risk assessment should result in an appropriate plan which identifies the steps and support necessary to be put into place.

See Risk Assessment proforma (Form A)

Partnership

Experience shows that the best outcomes for children and young people who have enduring problems with challenging behaviours are achieved through staff, parents/carers and other professionals working in partnership. Partnership will be best promoted through the following means:

- Involving parents/carers by keeping them informed of concerns about their children/young person's difficult/challenging behaviour.
- Planning, agreeing and regularly reviewing with parents/carers strategies (including any sanctions) to deter inappropriate behaviour and encourage the development of more appropriate behaviour.
- Working with parents/carers and other professionals (for e.g. Education Welfare Officers, Clinical or Educational Psychologist, Social Workers, Health Professionals, Voluntary Carers, Outreach Workers etc.) may be involved with the child or young person to develop a fuller understanding of their needs and for these to be reflected in their care plan and/or personal support plan.
- Working collaboratively with the council to promote staff and carers' safety and ensure best outcomes for children and young people.

Recording and Monitoring

Alder Grove School will keep a separate, detailed, written record of every incident of restraint (see Form B).

The designated senior member of staff will read every report and will address any issues which arise. Other interventions involving the use of physical interventions will also be recorded.

Schools are required to keep written records of restraint for 75 years after the date of birth of the child. To ensure that records are kept a Bound and Numbered book should be used to record all incidents of restraint ([TeamTeach Portal \(coreprint.net\)](https://www.teamteach.com/coreprint.net)). This can be used in conjunction with Form B which schools will use to keep their electronic records up to date (CPOMS). These books should be kept in a safe and secure location. All records will be regularly reviewed by the designated senior member of staff to monitor the use of physical interventions generally and identify any issues or trends (whether particular children/young people or staff/carers are more frequently involved in incidents or whether particular situations trigger incidents, etc.) and consider whether any action is necessary.

Parents/carers should be informed 'as soon as is practicable' when significant force has been used on their child. Parents should be told:

- When and where the incident took place
- Which members of staff were directly involved
- The strategies used to try to avoid having to use force
- What force was used
- Whether there were any injuries
- What follow up actions (support and/or disciplinary) was being taken in relation to their child

Complaints

When children or young people are seriously out of control physical intervention may be unavoidable and may result inadvertently in the child being harmed/injured. In these circumstances it is the behaviour of the child or young person which determines the degree of force required to bring them under control which may lead to injury, rather than the intention of the member of staff or carer to cause harm.

If a child or young person is harmed in the course of a physical intervention and he/she or his or her parents wish to make a complaint then this will be taken seriously and investigated thoroughly in line with the Child Protection (Allegations Against Staff) Procedures.

Under no circumstances whatsoever should a parent take direct physical action against a member of staff or carer. If this should happen, staff within schools or establishments would be supported in the action they may wish to take in terms of legal redress in respect of the parent.

In this difficult area it is important to balance up the primary consideration, which is the safety and welfare of children and young people, with the principles of natural justice in relation to the member of staff or carer concerned. As a general rule, genuine attempts to use approved methods of physical intervention in appropriate circumstances would not attract a disciplinary response (even if the child or young person is harmed) – though such circumstances may indicate a training need.

Searching, Screening and Confiscation

This policy is based on the Department for Education advice for Headteachers, school staff and governing bodies 'Searching, screening and confiscation' DfE 2022.

Searching

School staff can search any pupil for any item if the pupil agrees. The Headteacher/Head of School and members of staff authorised by the Headteacher/Head of School 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, e-cigarettes and/or cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil).

The Headteacher/Head of School and members of staff authorised by the Headteacher/Head of School can also search for any item listed above, which have been identified as harmful or detrimental to school discipline and items which may be searched for.

When exercising these powers, the school must consider the age and needs to pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability

Confiscation

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

Searching with consent:

School staff can search pupils with their consent for any item.

Formal written consent is not required from the pupils (such as asking the pupils to turn out their pockets or if the teacher can look in a pupils' bag or locker and for the pupil to agree.

The behaviour policy, shared with children and parents, will clearly state any items which are banned.

Searches will be conducted in such a manner as to minimise embarrassment or distress. As far as possible, staff will be the same sex as the pupil being searched and there will be a witness. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex if a member of staff suspects a pupil is in possession of a banned item.

Searching without consent:

The Headteacher/Head of School or a member of staff authorised by the Headteacher/Head of School can search without consent of child or their parent/ carer if they have reasonable grounds for suspecting a child is in possession of an item on the prohibited list.

A member of staff must be the same sex as the pupil being searched; and there must be a witness (also a member of staff). However, if staff believe the child is at risk of serious harm if you do not search immediately then the search can be conducted on a child of the opposite sex but with a staff witness.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupils, for example on school trips in England or Overseas.

During the search

The law states:

- The person conducting the search may not request the pupils to remove clothing other than outer clothing
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- It does NOT enable or allow an intimate search going further than that, which only a person with more extensive powers (e.g. police officer) can do.
- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Strip searching

A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE). More guidance is contained within the DfE advice to schools on [Searching, Screening and Confiscation \(July 2022\)](#).

The decision to undertake a strip search itself and its conduct are police matters. However, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

In order to ensure pupil's wellbeing, the school will seek to include an appropriate adult as a matter of course during all searches conducted by police in school.

Electronic Devices

If it is suspected that the device has been or is likely to be used to commit an offence or cause personal injury or damage to property, then data or files on the device can be examined.

This can be done under the powers of 'without consent' search if it is reasonably suspected to be used to commit an offence or cause personal injury or damage to property.

If inappropriate material is found on a pupil's device, the Designated Safeguarding Lead will decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Any material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an [extreme pornographic image](#) must not be deleted and must be given to the police as soon as reasonably possible.

The school may delete files or data if they believe there is good reason (it could cause harm, disrupt teaching or break the school rules) to do so and they are not needed to be given to the police.

After the search

Senior leaders can use their discretion to confiscate, retain or to destroy any item found so long as it is reasonable in the circumstances.

Any offensive weapon, controlled drugs, stolen items (unless low value e.g. Pencil cases), pornographic images that are a specified offence (i.e. extreme or child pornography) must be passed to the police.

The school will inform the individual pupil's parents/carers where a search has taken place, though there is no legal requirement to do so.

Recording searches

Any search by a member of staff for a prohibited item, items banned by the school rules and all searches conducted by police officers will be recorded by staff in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

Records of the search will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The school will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.

Communication with Parents/Carers

The School aims to work with parents/carers: There is no legal requirement for the school to inform parents/carers before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.

Parents/carers should always be informed of any search for a prohibited item that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents/carers of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Complaints about searching or confiscation will be dealt with through the school's complaints policy and procedures.

Screening

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector. We do not have such devices.

The advice will be kept under review and updated as necessary.

Disposal of confiscated items

Alcohol: alcohol which has been confiscated will be destroyed.

Controlled drugs: controlled drugs will be alerted to the police as soon as possible and invited to collect from the school premises. They will not be returned to the pupil.

Other substances: substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether the substance seized is a controlled drug, it will be treated as such and disposed of as above.

Stolen items: stolen items will be delivered to the police as soon as possible. However, if, in the opinion of the Headteacher/Head of School, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police.

Tobacco, cigarette papers or e-cigarettes: these will be destroyed.

Fireworks: these will be placed in safe storage and for disposal. They will not be returned to the pupil.

Pornographic images: pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the Designated Safeguarding Lead for the relevant school will also be notified and will make a referral to the Local Authority Designated Safeguarding Officer.

Other pornographic images will also be discussed with the Designated Safeguarding Lead for the relevant school. The images may then be passed to the Local Authority designated safeguarding officer.

An article that has been (or could be) used to commit an offence or to cause personal injury or damage to property: such articles may, at the discretion of the Headteacher/Head of School, taking all the circumstances into account, be delivered to the police, returned to the adult owner, retained or disposed of.

Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.

An item banned under School rules: such items may, at the discretion of the school Headteacher/Head of School taking all the circumstances into account, be returned to its adult owner, retained or disposed of.

Electronic devices Where staff confiscate a mobile electronic device that has been used in breach of school rules to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its adult owner, unless the Headteacher/Head of School considers it necessary to retain the device for evidence in disciplinary proceedings.

Appendix 2
Home School Agreement

Home - School - Child Agreement

Child's Name:.....

At Alder Grove CofE Primary School, our staff will:

- Encourage all children to do their best at all times.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development.
- Inform parents/carers about the topics being covered and the learning taking place each term and give adequate notice of other relevant school matters.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.
- Expect all children to follow the Alder Grove Key Code.
- Provide a safe, happy and stimulating environment based on Christian Vision and Values where every child can achieve their full potential.
- Celebrate your child's academic and personal achievements.
- Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.



Signed: Mr Theobald – Headteacher

Date

As a parent/carers I will:

- Ensure my child comes to school regularly, on time and properly equipped.
- Inform the school about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Attend parents' evenings throughout the year.
- Provide a safe, secure and happy environment at home for my child, acknowledging that my child learns at home.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multi-cultural community.
- Encourage a positive attitude towards my child's education and our school. If I have any concerns, I will come and discuss them with the school.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Treat staff with respect and courtesy.
- Ensure all home learning is completed and returned to school on time.

Signed: Parent/Carer

Date

☀️ My Promises as a Pupil at Alder Grove CofE Primary School ☀️

When I start school at Alder Grove, I will try my best to:

-  **Follow our school rules**, called the *Alder Grove Key Code*.
-  **Be kind, friendly, and respectful** to everyone.
-  **Take responsibility** for my actions and choices.
-  **Work hard**, try my best, and ask for help if I need it.
-  **Look after our school** building, equipment, and playground.
-   **Make good choices** to keep myself and others safe.
-   **Talk to a grown-up** if I feel worried or upset.
-  **Be honest**, even if I've made a mistake.
-  **Forgive others** when things go wrong.
-   **Make my school proud** in the community.

Name: Child

Date

Appendix 3

The Alder Grove Key Code

The Alder Grove Key Code

We show Kindness

- by using kind actions and words to all in our school
- by helping and encouraging others to learn
- by listening and participating in lessons
- by showing respect to ourselves, others and the environment



Kindness

We Forgive

- by accepting we make mistakes
- by choosing to accept others make mistakes
- by giving others a second chance
- by moving on with our friendships once we've forgiven



Forgiveness

We show Service

- by helping our classmates and teachers
- by participating in school and community events
- by being willing to volunteer our time and skills



Service

We show Courage

- by standing up for what is right
- by trying new things and taking risks in our learning
- by speaking up and sharing our ideas



Courage

We are Truthful

- by always telling the truth, even when it's difficult
- by taking responsibility for our actions
- by being honest with our peers and teachers



Truthfulness

We Persevere

- by trying hard in every lesson
- by taking risks in our learning
- by celebrating our own and others' success
- by not giving up



Perseverance

'They are like trees planted along the riverbank, bearing fruit each season.' Psalm 1:3

Appendix 4

Reflection Time		
Date		 Alder Grove Church of England Primary School
Name		
Class		

To support you in using our school values, you have been given some reflection time. Please talk to an adult about what happened and why it happened.

	Which of the Alder Grove Values do you need support with? Please tick.	
	Showing kindness	
	Showing service	
	Being truthful	
	Being ready to forgive	
	Showing courage	
	Persevering	
	What would have been a better choice in this situation? Write or draw a picture to explain.	
Would you like someone to help you plan how to improve your behaviour in future?		Yes/No
If "yes", who would you like to help you?		

Please sign below and ask your adult to sign so they know you are committed to following our Key Code

Child: _____

Adult: _____

Additional information from adult

FORM A:

**RISK ASSESSMENT PROFORMA FOR ASSESSING AND MANAGING
FORESEEABLE RISKS FOR CHILDREN WHO PRESENT CHALLENGING
BEHAVIOURS**

**ASSESSING AND MANAGING FORESEEABLE RISKS FOR CHILDREN WHO
PRESENT CHALLENGING BEHAVIOURS**

Name of child:

Class group:

Name of teacher:.....

IDENTIFICATION OF RISK	
Describe the foreseeable risk.	
Is the risk potential or actual?	
List who is (or could be) affected by the risk.	

ASSESSMENT OF RISK	
In which situation does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Signature:..... Date:.....

RISK REDUCTION OPTIONS			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Relationship to child:

Date:

COMMUNICATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY		
Plans and strategies shared with:	Communication method	Date actioned

Plans and strategies shared with:	Communication method	Date actioned

STAFF TRAINING ISSUES		
Identified training needs	Training provided to meet needs	Date training completed

EVALUATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY		
Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

ACTIONS FOR THE FUTURE

Plans and strategies evaluated by:

Relationship to child:

Date:

Alder Grove CofE Primary School

Record of Restraint

Pupil's name:

Year Group:

Date/time/location of incident:

.....

Reason for the use of restraint (evidence of harm, damage, disruption):

.....

.....

Details of events leading to restraint:

.....

.....

De-escalation techniques used prior to restraint (tick as appropriate):

Verbal advice/support	☐	Reassurance	☐
Calming	☐	Re-direction	☐
Distracting	☐	Humour	☐
Negotiation	☐	Options offered	☐
Increase personal space	☐	Instructions	☐
Use of body language	☐	Warnings	☐

Other (specify):

.....

Details of restraint (**who was involved, what techniques were used**):

.....

.....

.....

Duration of any measure of restraint:

.....

.....

Witnesses to the incident

:

Staff:

Pupils:

Other:

Details of any damage or injuries to pupil concerned/other pupils/staff/others:

Was medical treatment necessary? Y/N

Details:.....

.....

.....

Was an Accident Report and/or Incident Report required? Y/N

Was this intervention part of an agreed Behaviour Management Plan (BMP)? Y/N

Does the existing BMP need amendment? Y/N

Is a BMP now required for this pupil? Y/N

Action taken following the incident

(including pupil's response and whether a debriefing interview with the staff member using the restraint has occurred):

.....

.....

NOTIFICATION

Identify all who have been informed and when:

	Y/N	Date/Time
Headteacher/designated person		
Parents/Carers		
Other professionals (specify)		
Police		

Comments of child/young person: (ideally within 24 hours and no longer than 5 days following the restraint)

.....

Signature of Report Compiler

.....

Date

Signature of others involved

.....

Date

Signature of child/young person

.....

Date

Headteacher/Designated Person's comments:

.....

.....

Was the person using the restraint authorised?

YES/NO

Was the person using the restraint trained?

YES/NO

.....

Date

Signature