



## St Michael's Church of England Primary School Behaviour Policy

**Issue:** September 2025

**Review Date:** September 2026

### Our School Vision

As a school community, we aspire to develop life-long learners who have the confidence to explore the world around them and grow as unique individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each enables the flourishing of all.

**'This little light of mine, I'm going to let it shine!'**

*'Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.'* Matthew 5:15

### Introduction

At St Michael's CE Primary School, we aim to create a positive, inclusive environment in which all children and adults feel safe, secure, and valued. We believe that good behaviour underpins effective teaching, learning, and relationships, enabling everyone in our school community to thrive. By establishing an orderly and purposeful atmosphere, we seek to minimise poor behaviour and promote a culture of respect, responsibility, and kindness.

We achieve this through high-quality teaching, consistent expectations, strong relationships, and engaging, well-planned lessons that meet the needs of all learners. Bullying or any form of unkindness is never tolerated and will always be addressed swiftly and appropriately.

This policy outlines the shared expectations, values, and practices that guide behaviour across the school. It supports pupils and adults in working together in a considerate, respectful, and effective way, contributing to the overall aims and ethos of the school.

Our approach helps children to grow in a safe and supportive environment, becoming positive, responsible, and increasingly independent members of both the school and the wider community. We believe that recognising and reinforcing good behaviour is key to building an ethos of mutual respect and co-operation. This policy therefore aims to promote positive behaviour rather than simply deter negative actions, ensuring that all members of our community feel proud to belong to St Michael's CE Primary School.

### Philosophy of Behaviour Policy

At St Michael's CE Primary School, we believe that positive behaviour is the foundation for effective learning, strong relationships and a happy, safe community. Our approach is built on the understanding that behaviour is a form of communication and that every child can learn to make positive choices with the right guidance, consistency and support.

We view behaviour not simply as rules to be followed, but as an opportunity to teach respect, empathy, and self-regulation. Through clear expectations, modelling and restorative practice, we help children understand the impact of their actions and develop the social and emotional skills they need for life.

Our behaviour philosophy is underpinned by the following principles:

- **Respect and Relationships** – We nurture positive, trusting relationships between pupils, staff and families. Mutual respect is modelled and taught at all times.
- **Consistency and Fairness** – All staff apply the policy with fairness, predictability and consistency, ensuring that pupils feel safe, valued and understood.
- **Restoration and Reflection** – We believe in repairing relationships and helping children to reflect and learn from mistakes rather than focusing solely on sanctions.
- **Inclusion and Equity** – Every child is entitled to high expectations and support. We recognise that some pupils may need additional guidance or reasonable adjustments to succeed.
- **Recognition and Encouragement** – We promote positive behaviour through praise, encouragement and recognition, reinforcing our shared values and celebrating success.
- **Emotional Literacy and Self-Regulation** – We explicitly teach pupils to identify and manage their emotions, make responsible choices, and develop resilience.

Our philosophy reflects our school's belief that every child can flourish academically, socially and emotionally.

### Communication with Parents and Carers

Effective communication between all members of the school community is essential to the successful implementation of this policy. At St Michael's CE Primary School, we value the partnership between home and school and actively welcome parents and carers as key contributors to their child's education and wellbeing. We encourage open, honest and ongoing communication, recognising that children's behaviour can be influenced by their changing circumstances, relationships, and home life.

Where concerns arise regarding a child's behaviour, we will contact parents and carers promptly to discuss the situation and agree on next steps. By maintaining regular communication and working collaboratively, we aim to ensure consistency of approach and provide the best possible support for the child. All communication and actions will align with the school's systems for promoting positive behaviour, as outlined within this policy.

### Communication between staff

At St Michael's CE Primary School, staff work collaboratively as a team, supporting and advising one another in the consistent management of behaviour. All members of staff share responsibility for the care and conduct of every child, particularly in communal areas such as corridors, the hall, and the playground, as well as during movement around the school.

When concerns arise regarding a child's behaviour or wellbeing, these are promptly shared with the relevant members of staff to ensure appropriate support and intervention. Confidentiality is maintained at all times and information is shared only on a need-to-know basis. During weekly teacher and Support Staff meetings, vulnerable pupils are discussed as appropriate to ensure a co-ordinated and supportive approach.

### Expectations for moving around School

Children will be encouraged when moving around the school and its grounds to conduct themselves in a way that is considerate and sensitive to other members of the school and any activities already underway.

To make it easy and safe for children and adults to move around the school, everyone is requested to:

- Move sensibly around the school.
- Be aware of their own and others safety when moving around the school.
- Be aware of their own and others safety in and around the car park at the beginning and end of the school day.
- Remain in school unless they have permission from a member of staff to leave.

### Expectations at break time/lunch time

At lunch time and break times, the children will be expected to respect each other and those responsible for their safety and behave in a valued way towards one another. It is important for adults on duty to interact with the children on the playground in order to de-escalate potential conflicts and to promote positive relationships and healthy play. Positive behaviour during breaks is celebrated and recognised by using the school reward systems (House points) and verbal praise. It is the lunchtime controllers' responsibility to initially address behaviour that is causing concern at lunchtime. The lunchtime controller should contact the class teacher or a senior member of staff immediately if a situation needs to be additionally supported because a pupil is consistently demonstrating detrimental or unsocial behaviour.

School staff will log the inappropriate behaviour demonstrated on the school's behaviour management system (Arbor), conduct a reflective conversation with child and give them an educational or protective consequence if needed. Parents will be informed by the class teacher if a protective consequence is given.

### Expectations at Wet Break/Lunch time

All pupils will remain in their classroom and may be involved in a range of activities agreed by their teacher. They will be supervised by the duty staff.

### Positive Behaviour

Positive behaviour is considerate, helpful and benefits others and the school community. It reflects respect for the rights, feelings, and wellbeing of others. At St Michael's, we celebrate pupils who demonstrate our values and make positive choices. Recognising and responding to such behaviour motivates pupils and helps them feel valued.

Staff promote and reward positive behaviour through:

- **House points** for positive actions
- **Celebration assemblies** to recognise achievements
- **Verbal praise** given immediately

Even after incidents of challenging or unsafe behaviour, staff will highlight and praise positive actions to reinforce respectful and responsible conduct.

### Unsocial behaviour

Unsocial behaviour during lessons is defined as behaviour when a pupil is reluctant or unable to engage sociably with others, without causing harm to oneself or others. It is typically quiet non-compliance

that does not disrupt the learning of other pupils. Staff should recognise that unsocial behaviour may communicate underlying negative feelings and provide appropriate support to meet the needs of the pupil.

All staff are responsible for addressing unsocial behaviour in class. It should only be escalated to the Senior Leadership Team if it becomes persistent and disruptive, thereby qualifying as detrimental behaviour.

Responses to unsocial behaviour should use scripted, consistent language to:

- Positively reframe the situation
- Offer limited choices
- Disempower the behaviour while encouraging positive change

Staff should praise pupils when they demonstrate positive behaviours, reinforcing the expectation of respectful and co-operative conduct.

### Detrimental behaviour

Detrimental behaviour is defined as behaviour that may cause harm to another individual, group, or the environment, whether emotionally, mentally, or intentionally. It is characterised as behaviour that falls outside the accepted norms and values of the school community and may be either a conscious or subconscious choice.

Detrimental behaviour can be classified as:

- **Conscious behaviour** – a deliberate choice, where the pupil is unwilling or unable to moderate their actions
- **Subconscious behaviour** – unintentional, where the pupil is unable to moderate their actions

All staff are responsible for addressing both conscious and subconscious detrimental behaviours, using approaches tailored to the individual situation. If a pupil's behaviour persistently causes harm to the same individual, staff should refer the matter to the Senior Leadership Team (SLT) to determine whether it constitutes bullying.

Responses to detrimental behaviour should:

- Use consistent, scripted language to reframe behaviour positively, offer limited choices, or disempower harmful actions
- Include educational consequences that are recorded, ensuring pupils have the opportunity to learn from their actions and develop positive behaviours

SLT intervention is only required for frequent, persistent, or severe instances of detrimental behaviour.

### Dangerous behaviour

Dangerous behaviour is defined as behaviour that violates the rights of others. It includes actions likely to cause injury, harassment, alarm, or distress, or behaviour that harms an individual, the school community, or the environment.

If dangerous behaviour persistently harms the same individual, staff should refer the matter to the Senior Leadership Team (SLT) to determine whether it constitutes bullying (Bullying is deliberately hurtful behaviour that is repeated over a period of time and can take various forms - emotional, physical, racial, direct or indirect verbal, cyber bullying).

Responses to dangerous behaviour should:

- Use consistent, scripted language to positively reframe behaviour, offer limited choices, or disempower harmful actions
- Include educational and protective consequences as appropriate, ensuring the safety and well-being of all involved

### **Inclusion and Discrimination**

The school aims to create an inclusive environment by openly discussing differences between people that could contribute to bullying or discrimination, including religion, SEND, ethnicity, gender, or sexuality. Racism, sexism, and all other forms of discrimination are not tolerated.

Occasionally, pupils may exhibit challenging behaviour or behaviour that does not meet the expectations of a St Michael's pupil. In these cases, the school supports them by focusing on rewarding targeted positive behaviours rather than relying solely on punishment. This approach reflects the school's commitment to inclusion and the development of all pupils.

Support may be documented through a Behaviour Support Plan, which are internal documents often created in collaboration with external professionals. These plans are reviewed half termly and shared with parents.

Rewards for pupils who consistently demonstrate positive behaviours are given equal prominence to support plans, ensuring that positive behaviour is recognised and celebrated across the whole school community.

### **Self-Esteem**

At St Michael's, we aim to foster pupils' positive self-esteem and sense of belonging within the school community.

We do this by:

- Recognising and celebrating achievements both in and out of school through displays, house points, Headteacher awards, assemblies and participation in teams and activities.
- Encouraging everyone to take responsibility for themselves, others, the school environment, and personal resources.
- Ensuring adults model positive behaviour and follow the agreed RSE and PSHE curriculum to promote respect, empathy, and self-awareness.

To support pupils in developing positive self-image and resolving differences, staff use a range of strategies, including:

- Circle time
- Conflict resolution
- Collective worship and assemblies

- Reflection time
- Safe zones for pupils to calm down
- Buddy systems
- Social skills groups
- Emotional literacy groups

When necessary, children may receive an educational or protective consequence:

- **Educational consequences** are used when a pupil has missed learning due to unsocial, detrimental, or dangerous behaviour. Pupils may use their free time (e.g. break or lunch) to complete the work they missed.
- **Protective consequences** are applied to ensure safety when a pupil's behaviour poses a risk to themselves or others. These are designed to maintain safety while supporting the pupil to reflect and develop positive future behaviours.

If needed, children may be given an educational or protective consequence. An educational consequence is given when a child has not completed their learning due to their unsocial, detrimental or dangerous behaviour. The child's free time, such as break and lunch times, would be used to catch-up on work missed. A protective consequence is given to ensure that a child demonstrating dangerous behaviour does not harm themselves or others. A protective consequence should be given to a child to support them in making/developing positive behaviours, whilst still keeping everyone safe.

### Continuous unsocial, detrimental or dangerous behaviour

The safety and wellbeing of all children is paramount at St Michael's CE Primary School. If a child's behaviour endangers the safety of others, the class teacher may stop the activity and remove the pupil from participation for the remainder of that session.

If a child threatens, hurts, or bullies another pupil, the incident must be recorded on the school's behaviour management system (Arbor). A member of the Senior Leadership Team (SLT) will follow up the incident, and parents will be informed where appropriate. All incidents of bullying, or alleged bullying, will be investigated promptly and thoroughly, with outcomes shared with the parents of those involved.

If a pupil's behaviour continues to disrupt learning or upset others, despite previous interventions, the Head of School will meet with the pupil and their parents to discuss concerns. A joint Behaviour Management Plan may be developed to support the child in making positive changes. The school may, with parental consent, seek advice from external professionals to identify strategies that will help the pupil regulate their behaviour.

If a pupil's behaviour poses a safeguarding risk to themselves or others, or if they fail to comply with the school's behaviour expectations, the Head of School may determine that the pupil cannot participate in certain school trips or activities. Continued failure to respond to support and adjustments may result in a fixed-term or permanent exclusion.

### Suspensions and Exclusions

The Governors and staff at St Michael's CE Primary School are committed to ensuring the safety and security of all pupils. Behaviour that undermines this safety and security is regarded as a serious breach of discipline.

When behaviour continues to escalate and impacts the safety or learning of others, or places a pupil or others at risk, a Behaviour Management Plan will be implemented to help improve conduct and provide targeted support.

In some cases, where behaviours place pupils or staff at significant risk, a **suspension** may be necessary to maintain a calm and safe environment.

- **Internal Suspension:** Considered when existing behaviour strategies and interventions have not successfully improved behaviour.
- **External Suspension:** Considered for incidents involving serious violence, persistent disruption, or when previous interventions have failed to bring about positive change.

All suspensions will follow national guidance and be implemented in line with the Department for Education's Suspension and Permanent Exclusion Guidance, available here. ([https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf))

In the most serious circumstances, where behaviour poses an ongoing threat to safety or the education of others, a permanent exclusion may be considered.

The Chair of Governors will be informed if a child is subject to an exclusion and it will be recorded in the Head of School's report to Governors.

### **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. See Appendix 1 'Use of Reasonable Force'.

## Appendix 1

### Use of reasonable force

#### 1.1 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.

## 1.2 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.

## 1.3 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

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

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.

### 1.4 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.

## 1.5 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)

### 1.6 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.

### 1.7 Recording and Monitoring

St Michael's CE Primary 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

## 1.8 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.

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:.....

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

<b>ASSESSMENT OF RISK</b>	
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:.....

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

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

Agreed by: .....

Relationship to child: .....

Date: .....



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**St Michael's CE Primary School**  
**Record of Restraint**

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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	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Calming	<input type="checkbox"/>	Re-direction	<input type="checkbox"/>
Distracting	<input type="checkbox"/>	Humour	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Options offered	<input type="checkbox"/>
Increase personal space	<input type="checkbox"/>	Instructions	<input type="checkbox"/>
Use of body language	<input type="checkbox"/>	Warnings	<input type="checkbox"/>

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

## Appendix 2

### 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.