

AYCLIFFE DRIVE PRIMARY SCHOOL



Behaviour Policy

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Introduction

Staff, pupils, and governors have worked together to define this policy. It is specifically for our school and must be read in conjunction with other policies such as safeguarding and SEND. It is intended to ensure that there is an agreed and shared philosophy that promotes an ethos of valued behaviour underpinned by Hertfordshire's therapeutic approach to the teaching of behaviour to support and enhance learning. It is expected that pupils and staff follow this behaviour policy whilst in school and whilst representing the school outside of the school premises e.g. offsite visits.

1. Values and Vision

At Aycliffe Drive Primary School, every child matters. We strongly believe that every child is unique and brings different experiences, skills, and ideas into the classroom. We take into account pupils' individual needs in order to implement a therapeutic approach to behaviour management. This approach is underpinned by the initial training we received from Therapeutic Thinking in the academic year 2019/2020 and aligned with the DfE guidance for Behaviour in Schools (February 2024). We aim to improve educational outcomes for all learners by promoting and supporting their engagement with education. We wish to give all our children a shared sense of pride in attending Aycliffe Drive Primary School and to feel that it is a place where they are safe to learn without disruption.

2. Valued Behaviour

Valued behaviour is behaviour, which is positive, helpful, and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society.

Our approach is underpinned by the therapeutic values and principles outlined by Therapeutic Thinking.

Positive experiences create helpful feelings.
Helpful feelings create valued behaviour.
Negative experiences create unhelpful feelings.
Unhelpful feelings create detrimental behaviour.

We are a Values School Team and staff are expected to model the kinds of values that we expect and have agreed with our pupils.
Aycliffe Drive School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to and interaction with the community, their continuing development, and the quality of their lives.
All staff are aware of how to promote valued behaviours.
Everyone who comes into the school: pupils, parents, staff and visitors are responsible for promoting and modelling valued behaviours and experiences by demonstrating clear values and principles through:

- honesty
- being inclusive

- the concept of ‘different for different’ e.g. pupils with different needs require different strategies, teaching, provisions or approaches
- respect for themselves and one another
- establishing positive (pro-social) relationships
- internal-discipline, self-regulation of behaviour and a sense of responsibility for positive (valued) behaviour
- rewarding valued behaviour in line with the schools graduated response

When pupils are fully engaged and learning we need to catch them getting it right through specific praise, celebration, and reward. Children should also be made aware that their positive behaviour can be rewarding in itself and brings about positive experiences and feelings in others.

Pupil's behaviour should be managed with sensitivity and professionalism consistent with Therapeutic Thinking approach, which encourages a culture of “improving young people's engagement, motivation and well-being.

We recognise that not all children like public praise and alternative, non-verbal or less public strategies will be used.

Graduated Response to Valued Behaviour

Valued Behaviour	Staff Response
Giving good responses in class. Being kind to each other. Following the class rules. Good work. Good listening. Being polite. Helping others. Being a good talk partner. Putting in effort. Positive participation in class	Verbal Praise In class praise and rewards e.g. stickers, smiley faces, reward charts, pink marking. sharing of good work Children can share achievements if the head teacher visits the class. Kindness Catcher – Note sent home.
Producing a particularly good piece of work or for showing good progress in their work e.g. a child who usually forgets all punctuation produces a piece of work correctly punctuated.	Stickers/ visit to year leader/subject leader/headteacher Showing work in assembly
Exemplary learning – shared as a good example with class Demonstrating exemplary model e.g. at times when others are not following expectations Meeting a personal target Exceeding expectations e.g. reading more than expected Demonstrating responsibility e.g. performing their school role effectively (playground leader). Consistently demonstrating school values.	House points
Multiples of house-points achieved.	Bronze (20), Silver (50), Gold (80), Diamond (120), Platinum (150) certificates.

	All certificates will be awarded in the Head Teacher assembly.
Work or behaviour judged to be exceptional by the head teacher.	Head Teacher Award and pupils celebrated on the newsletter (To be decided by head teacher)
Meeting the criteria for the fortnightly star award.	Star Award – Badge given in assembly. Photographs of these children are displayed in the entrance hall.
Outstanding effort/ progress/ achievement/ behaviour across an academic year Most house points collected in a year Outstanding effort/achievement in P.E. Good attendance.	End of year awards.

External discipline will often suppress detrimental behaviour. Long term behavioural change comes from developing internal discipline. We believe that children 'learn behaviour' and make positive behaviour choices through:

- Positive relationships with adults and peers
- Positive role models, patterning and copying
- Positive phrasing and reminding of expectations
- Routines, repetition, and structure
- Consistent, clear and agreed boundaries
- Praise, reward and positive reinforcement
- Comfort and forgiveness (as per Therapeutic Thinking training)

3. Supporting All Learners

Teachers and Teaching Assistants at Aycliffe Primary School are trained in Hertfordshire's Therapeutic Thinking approach to behaviour management. This focuses on the use of de-escalation techniques including limited practical techniques of physical intervention. (i.e. offering an arm, supportive hug, supportive arm, open mitten guide, open mitten escort.) This aims to reduce and manage conflict and supports a positive school ethos. There are three certified Hertfordshire Steps Tutors within the school; Miss Fitzsimmons, Mrs Horne and Miss Rumph. Training for tutors and staff is updated annually.

We aim to provide a calm, safe, and supportive environment where pupils can learn and are free from disruption. This is delivered through our school values and behaviour curriculum, which encompasses the teaching of valued as opposed to detrimental behaviours of our school community.

Where possible, we aim to pre-empt and prevent negative behaviour in the following ways:

- By establishing strong, appropriate relationships with pupils and by engaging and challenging pupil's in class
- By having high expectations of pupil behaviour
- Supporting each other in maintaining consistent behaviour throughout the school; this means **all staff** are responsible for the behaviour of all pupils in the school not just their own class.
- Constant scanning of the classroom or hall for signs of poor behaviour
- All staff will be aware of individual behaviour management plans and provisions for pupils and will seek support from relevant staff.
- By expecting politeness ('please', 'thank you', 'excuse me' etc.)

- Praising and rewarding good behaviour
- Being alert to signs of bullying and racial harassment and encourage pupils to do the same
- Dealing sensitively with pupils in distress in line with Therapeutic Thinking de-escalation strategies
- Listening to accounts of incidents given by all pupils involved and ensure that every child feels that their side of the story has been heard
- Dealing with discipline problems immediately wherever possible, especially minor misdemeanours; lunchtime staff will deal with such incidents when pupils are in their care.
- Staff will arrive on the playground punctually when on duty
- Never sending children on to the playground until the staff member of duty has been seen to be present. Staff will never assume that children are supervised without checking.
- KS1 staff not on duty at break and lunch times will be in the teaching areas to see that pupils leave and re-enter the building in an orderly manner
- Ensuring a member of staff representing each class in KS2 meets their class on the playground or field each morning break and lunch time
- When on the playground, staff will be aware of any less visible areas on the site and will position themselves so that they can see or patrol these areas regularly
- When leaving a teaching area, informing the neighbouring teacher or their own TA to enable supervision during the teacher's temporary absence. Classes will never be left unsupervised unless in the exceptional case of an emergency e.g. a severe medical emergency or you need to call an ambulance and no other adult is nearby.
- Ensuring numbers of pupils visiting toilets at any one time are limited by issuing lanyards/ tickets where necessary e.g. corridor toilets which are out of view of staff.
- Agreeing a set of class rules, created collaboratively with pupils at the beginning of each academic year.
- Encouraging pupils to act as role models for younger pupils. Year 5 and Year 6 leaders assist every morning break and lunchtime to help to manage the routines and help younger children. Year 4 pupils act as Assistant Leaders to assist and to enable Year 5 and 6 children to have a break and eat their lunch. This is good training in responsibility for the future.
- A member of the senior leadership team is available during lunch and morning breaks.

Low Level behaviour is a category of behaviour in the classroom which could hinder the learning of the pupil and other children in the classroom e.g.

- inappropriate chatting
- not working;
- not focusing on the task set
- sitting doing nothing
- rolling eyes at teachers or other impolite gestures or behaviours
- lack of homework
- calling out
- demanding attention without regard for other students' needs
- refusing or delaying activity via an argument etc

Low level behaviour should be dealt with immediately by **any** member of staff in the vicinity of the incident. If a class teacher or member of staff in charge of a group has not noticed something, it is the responsibility of any member of staff to intervene.

Most low-level behaviour can be dealt with either verbally or in a discrete non-verbal way e.g. a stern look. Children will be verbally reminded that their behaviour is not acceptable and will be

given a positive reminder of the rule that requires reinforcement and valued behaviour expectations.

Staff will address the behaviour not the child e.g "I do not like behaviour". This is what I would like to see.

Staff will endeavour to encourage a change to any low-level disruptive behaviour by trying to catch children being good and acknowledging this.

Persistent and repeated low-level behaviour is considered valued behaviour and will be dealt with as a stage 2 behaviour.

As a trauma informed and attachment aware school, we do not condone the use of strategies which aim to humiliate, belittle, or embarrass pupils in order to suppress behaviour. We acknowledge that children respond in different ways and verbal reminders of inappropriate behaviour often need to be discrete for more sensitive pupils.

We recognise that within a climate of inclusion, there will be learners who need a personalised approach to their specific behavioural needs. In some cases this will mean that the rewards and consequences are not the most appropriate means of effectively dealing with their behaviour. The school will use other programmes of intervention and support may be used in conjunction with external agency advice and recommendation.

At Aycliffe Drive, we undertake a range of behaviour analysis tools from the Therapeutic Thinking toolkit to enable us to effectively plan support for learners displaying difficult or dangerous behaviours. These include (but are not limited to):

- Early Prognosis Tool
- Conscious and subconscious behaviour checklist
- Anxiety mapping
- Therapeutic Tree
- Therapeutic Plan

The school's behaviour policy effectively works for the majority of children. For some children they may require an Individual Therapeutic Plan or Predict and Prevent Plan to formalise strategies that differentiate from policy. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- be based on analysis from 'Therapeutic Tree' and 'Anxiety Mapping' of the child.
- involve parents/carers and learners to ensure all parties clearly understand the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be based on the basic premise that "Positive experiences create helpful feelings and helpful feelings create positive behaviour" (Hertfordshire's Behaviour and Attendance)
- Where a plan is in place it must be followed by every member of staff to ensure consistency

4. Unsocial Behaviour

Unsocial behaviour is behaviour which is considered quiet non-compliance that does not have a negative impact on other pupils and their learning. We recognise that unsocial behaviour is often a communication of negative feelings and will differentiate for and support pupils as needed.

Examples of unsocial behaviour include; refusing to work, scribbling on or destroying own work, hiding under the table, sulking in a different part of the room, refusing to engage, not sitting down at desk, not moving to a different part of the classroom etc.

Staff will initially make expectations clear and be firm. They will acknowledge the child's feelings e.g. 'I understand that you are upset' and give them time. Attempts will be made to avoid escalating the situation in line with Therapeutic Thinking training. Staff will keep at arm's length and speak to the child on their level when possible. Staff will avoid escalating language. Any consequences must be related to the incident e.g. staying in at playtime to complete work. Staff will recognise the behaviour as communication and will analyse any possible triggers and causes and identify any strategies and support that can be put in place to avoid future incidents.

5. Detrimental Behaviour

Detrimental behaviour is behaviour which is dangerous or difficult and that causes harm to an individual, a group, the community or the environment. Difficult behaviour is defined as behaviour that is detrimental, but not dangerous. Dangerous behaviour is behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Detrimental behaviour is unacceptable and includes, but is not limited to:

- racist comments
- physical aggression of any kind
- verbal aggression of any kind including unkind remarks, swearing and foul language
- disobedience
- biting, spitting, hitting and kicking
- damaging property
- answering back, rudeness or aggression
- stealing
- truancy
- gangs and bullying
- preventing others from completing and carry out their work in class

At Aycliffe Drive we categorize and respond to behaviour in the following way:

Stage	Type of Behaviour	Examples of Behaviour	Response to Behaviour
1	Low level classroom disruption and rule breaking/ minor incidents	Unfinished work, late homework, inadequate work, talking at wrong time, uniform, distracting learning, ignoring instructions, answering back, being verbally unkind to others (isolated incident), inappropriate facial expressions made at others,	These will be dealt with at the discretion of the member of staff involved, following Therapeutic Thinking m guidance. Infrequent or one-off stage 1 behaviours do not need to be recorded on CPOMS.

		not telling the truth, encouraging others to do any of the above.	Parents informed at teachers' discretion if necessary.
2	Persistent stage 1 behaviour	Repetitive rule breaking, being warned but continuing to carry out level 1 behaviour within the same day.	This will be recorded on CPOMS. SLT will monitor for patterns of behaviour. Educational consequences to be put in place relevant to behaviour and in line with policy. Reflect, Repair, and restore form to be issued and completed by child or with staff support if needed.
3	Difficult/dangerous behaviour	Wilful destruction of property, throwing objects/furniture, refusing to cooperate, leaving the class, or building without permission, spitting at another person, deliberately hurting another person e.g., pinching, biting or punching, attacking another person with the intent to harm, inappropriate gestures, swearing, homophobic, transphobic or racist language, bullying by an individual or groups formed with the intent to be unkind to others, stealing, encouraging others to do any of the above	This will be recorded on CPOMS and reported to parents. Educational consequences to be put in place relevant to behaviour and in line with policy. Reflect, Repair, and restore form to be issued and completed by child or with staff support if needed. In some cases, this could lead to an exclusion. See section 9 of policy

Staff response to detrimental behaviour

There will be consequences to any detrimental behaviour. Consequences are either educational or protective. They are a sense of reality and are an opportunity to teach new behaviours by allowing children to reflect on their choices and take steps to make positive behaviour choices.

Protective consequences are those put in place to avoid a particular behaviour from reoccurring due to specific triggers. Examples of protective consequences may include: limited access to the playground/adult supervised play and small adult led social skills group participation, participation in lunchtime clubs, lunchtime jobs.

Educational consequences should have a clear learning element that gives the child the ability not to do it again (if the behaviour is subconscious) or gives the child the incentive not to do it again (if the behaviour is conscious).

Examples of educational consequences include:

- missing a privilege to reflect on behaviour and learn a different way
- writing letters of apology
- helping to repair damage done
- miss playtimes and lunchtime - Staff will take pupils needs into account when doing this for example it may not be appropriate for a child with ADHD to miss an entire playtime when they need time to release energy.
- child spends time with head teacher, member of SLT
- time away from the class e.g. in another class or in a quiet area of the classroom

When positive behaviour is not being demonstrated, it is key to understand the underlying causes of the behaviour which led to difficult or dangerous behaviours being exhibited. To support change in these cases, we need first to understand, not simply suppress, the behaviour. The Therapeutic Thinking 'Therapeutic Tree' and 'Anxiety Mapping' tools support staff in considering the underlying influences on behaviour.

Small misbehaviours on the playground/field will be dealt with by the member of staff on duty. Children may stay with the member of staff on duty for a fixed time, spend time away from the playground or be prevented from playing with a particular piece of equipment, e.g, a football

Searching and Confiscating

In order to ensure school safety, welfare, and good behaviour, the Headteacher and staff have the statutory power to search, seize and confiscate prohibited or harmful items.

Searching:

The Headteacher, SLT, or authorised staff (by the Headteacher) may search pupils or their possessions if there are reasonable grounds to suspect they may have a prohibited item or any other item that the school identifies as an item which may be searched for. (See list of items in appendix). Under common law, school staff have the power to search a pupil for any item if the pupil agrees. Possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may be an indicator of criminal involvement and/ or exploitation and appropriate referrals will be made e.g. Early Help or Children's Social Care Services. SEN needs and disabilities will be considered when carrying out a search and reasonable adjustments will be made.

See Appendix 2 for details of procedure when carrying out a search.

Confiscation:

Items posing a risk, prohibited items, or items deemed to be unsuitable to be in the classroom/ against school policy may be confiscated. Safe items will be returned at the end of the day or returned to the parent/carer.

Dangerous/illegal items will be dealt with accordingly (see appendix 2).

Electronic items will be returned unless it is believed to contain files or data relating to an offence (see appendix 2)

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

~~Any items deemed by the teacher to be unsuitable to be in the classroom may be temporarily confiscated, eg unsuitable watch, phone, toys etc. They will be returned at the end of the school day unless they are deemed unsafe. In this instance they will be handed to a parent or alternative carer at the end of the school day. Dangerous items will not be given back to the child.~~

6. Unforeseeable behaviour

Unforeseeable behaviours are behaviours which are not covered by policy, those never experienced, or so historic we believed they would not reoccur. It would include situations where we would have to involve emergency services or specialist teams.

All stage 2 and 3 detrimental behaviour incidents are recorded on CPOMS. In addition to this, if an incident results in an exclusion, this will be recorded on Arbor.

Any incidents resulting in physical intervention will also be recorded on a separate physical intervention record which can be collected from the office, head teacher or SEND office. Racist incidents must be recorded in CPOMS.

Parents will be informed as soon as possible after the incident by the member of staff dealing with it to ensure that as much information as possible can be given. This may not be straight away if that member of staff is engaged with the child.

The local authority and safeguarding lead will be informed where necessary. The school refers all serious incidents of sexually inappropriate behaviour to the local children's social care services in accordance with safeguarding procedures.

In rare situations where a child is in danger of causing significant harm to themselves or others, police may be called.

7. Absconding

To abscond is to 'leave without permission'. Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

Where a pupil, present at registration, is found to be absent from school without authorisation the following procedures should be followed:

- Member of staff to inform Head Teacher or member of SLT, and main office.
- Head Teacher or member of SLT to organise a search of buildings and known places that the pupil may have gone to in the school environment.
- If the pupil is not found, then all available staff to complete a more thorough sweep of the school and check the perimeter of the grounds.
- School office to phone the police when area has been fully checked if the child is not found
- School office to contact parents/carers and inform them of the situation.
- Consideration will be given to whether the search should be extended beyond the school perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
- Any staff who leave school grounds to take mobile phone to contact school.
- Once a pupil has been found then the HT will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future.

- A written report will be filed on the incident and added to CPOMS.
- Member of SLT to brief police and parents.

Where a pupil attempts or is seen to be leaving the school premises without authorisation the following procedures should be followed:

- Member of staff to inform Head Teacher or member of SLT, and main office.
- Staff must follow the child to the school fence or gate and must try to persuade the child to stay in the school.
- As active pursuit may encourage a child to leave the site and may also cause the child to panic; possibly putting him or herself at risk by running onto a busy road, staff will not chase but will try to keep a child in sight at a distance.
- The SLT lead will contact the child's parents/carers
- If the child has left the immediate vicinity of the school grounds and is no longer visible then the Police must be informed.
- If the child returns of their own volition, parents/carers and the police will be informed as soon as possible.
- Upon his or her return to school, and when the child is calm, the child must be seen by the HT or a member of SLT so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions
- A meeting with parents/carers will be arranged.
- A written report will be filed on the incident and recorded on CPOMS.

Incidents will be monitored and evaluated. A therapeutic plan or predict and prevent plan will be created for any children believed to pose a risk of absconding.

Once school has informed the parents that their child has absconded, parents and carers are responsible for actively supporting the school with subsequent procedures and actions. This could include coming into school to help secure the safety of their child as well as meeting with a Senior Leader in order to agree subsequent actions. Plans will be shared and signed by parents/carers.

8. Communication and recording within school

At Aycliffe Drive Primary School we use CPOMs to record behaviour incidents and safeguarding concerns. All members of staff have a login and it is their responsibility to ensure that behaviour incidents are recorded as soon after the event as possible and always by the end of the same day. SLT will monitor all behaviour logs.

Recording of behaviour must record only fact and not opinion. Staff must take care to include all relevant details and to be clear and specific with the language used. The use of generic wording must be avoided e.g. write 'child x tipped over the book case and ripped several pieces of work off of the wall' rather than 'Child x trashed the classroom'. Alternative example might be if a child has been unkind to another write the exact behaviour and words used e.g. 'child x called child z a stupid clown and punched them on the right arm'. When recording details, all other pupils involved must be selected as a linked student if they are mentioned in the body of the text. Staff must be referred to as Mr, Miss or Mrs. Pupil names can be used in the text as they can be easily anonymised if they have been linked to the incident.

9. Communication with Parents and Carers

At Aycliffe Drive Primary School we seek to encourage a parent, child and school, working together partnership. All parents receive information regarding the school rules when their children start school and are asked to sign the **Home School Agreement**. Efforts are made to

keep the parents informed of changes to the rules and of their child's progress in school through continual feedback.

The school has an open-door policy and parents are encouraged to discuss concerns or problems with class teachers and management at an appropriate time. Building relationships with parents/carers is pivotal in terms of preventing and reducing exclusions. We work extremely hard to build positive relationships particularly with parents whose children who require additional behaviour support.

If a child has displayed stage 3 behaviour, parents will be informed discretely during school pick up or a phone call will be made as soon as possible. Depending on the severity of the incident, parents may be contacted by the head teacher or a member of the senior leadership team.

Parents will also be informed of stage 2 behaviour if this behaviour is becoming a concern. Discussion of persistent stage 1 or 2 behaviour may be discussed at the twice-yearly parents consultation meeting with the class teacher.

If a serious incident occurs that does not warrant a formal exclusion but the child is extremely distressed and inconsolable, a courtesy call will be made to the parents straight away. The purpose of this call is NOT to ask the parent to collect their child but to explain the situation. In some cases, parents may choose to come into school to help diffuse the situation, speak to them on the phone or offer advice. In rare cases, if they feel that remaining in school for the remainder of the day would be detrimental to their mental health they may choose to collect their child early. We always prefer the child to remain in school but support parents who feel that their child is temporarily, not emotionally well enough to be in school. This can only be authorised by the Headteacher or a member of SLT in her absence. The Headteacher must always be the first point of contact and will make the final decision.

10. Exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

In the absence of the Head Teacher, the Assistant Head Teachers may exclude pupils.

We always try to avoid exclusion wherever possible. A fixed term exclusion will only be used:

- In the case of serious or premeditated physical assault towards anyone in the school community, which causes harm.
- When it is necessary to protect the safety of themselves or others.
- In the case of serious damage to school property (e.g. windows / expensive equipment)

Fixed term exclusions can allow us time to help create a better plan to support the child and or protect others in the dynamic. They are in place for the shortest possible time and children return to school under the restorative processes.

Permanent exclusion may be a consequence for dangerous behaviours which are at the highest levels of severity. In a therapeutic framework we may use permanent exclusion where we are unable to use the current resources to keep the child and or other people in the dynamic safe from significant harm. This is only used as a last resort when all other strategies have been exhausted.

Examples of dangerous behaviours which could lead to permanent exclusion are:

- possession of an offensive weapon
- use of or dealing in, illegal substances

- severe violence towards a member of the school community resulting in hospitalisation or injury

It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion when “in exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.”

If the Head Teacher excludes a pupil, the parents should be informed immediately, giving reasons for the exclusion. A confirmation letter is then sent to the parents outlining reasons and number of days. At the time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Board has a discipline committee, which is made up of between three and five.

11. Responsibilities

Responsibilities of the Children

- To follow the Behaviour Policy to the best of their ability.
- To be kind to each other like a family
- To follow class values
- To always try their best
- To set a good example to others
- To respect the school and look after the classroom and building

Responsibilities of the Staff

- To treat all pupils fairly and ensure equal opportunities
- To provide a safe, stimulating learning environment
- To teach high quality lessons that motivates, supports and challenges
- To support each other, ie, staff through subject leader role
- To promote/create learners who are motivated and who grow in independence as they progress through the school
- To teach with clear objectives and high expectations
- To provide support and challenge all pupils taking account of individual needs
- To teach with clear objectives and high expectations of values and achievement
- To act as positive role models

Responsibilities of Parents/Carers

- To encourage and foster independence in self-help skills, eg dressing, having what they need for school
- To ensure that children arrive on time for school and ready to work.
- To encourage children to sort out difficulties without hitting, fighting, or swearing at home or in school.
- To encourage respect for other people.
- To help children realise the importance of education and to praise them for their efforts and achievements.
- To encourage children to complete their homework and become involved as parents/carers in reading with your child

- To be aware of and ensure that children use technology (including all devices that allow online /phone communications) safely and appropriately (see e-Safety Policy).

Responsibility of the Governors

- To set down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- To support Head Teacher in carrying out the guidelines.
- To give advice to the Head Teacher about particular disciplinary issues when necessary

Appendix 1

Reflect, Repair and Restore Think Sheet

Name		Date		Time of Incident	
Class			Member of Staff		

Staff declaration

I understand that in issuing this sheet, it is my responsibility to record the incident on CPOMS. ☐
Not doing so will mean that I am not following the school's behaviour policy.

Please highlight/check or add the anti-social behaviour witnessed.

Stage 1/2	Stage 3
Unfinished work ☐ Late homework ☐ Inadequate work ☐ Talking at wrong time ☐ Incorrect uniform ☐ Distracting learning ☐ Ignoring instructions ☐ Answering back ☐ Being verbally unkind to others, inappropriate facial expressions made at others, not telling the truth, encouraging others to do any of the above. ☐ Other – Please write below ☐	Wilful destruction of property ☐ Throwing objects/furniture ☐ Refusing to cooperate ☐ Leaving the class or building without permission ☐ Spitting at another person ☐ Deliberately hurting another person e.g. pinching, biting or punching ☐ Attacking another person ☐ Inappropriate gestures ☐ Swearing, homophobic, transphobic, or racist language ☐ Encouraging others to do any of the above ☐ Other – Please write below ☐

For pupil to complete (Adult can scribe)

Who was affected by what you did?	
How did it make them feel?	
What could you have done differently?	

How can we repair the damage?	
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Appendix 2

Searching and Confiscation

List of prohibited items which can trigger a search

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-Cigarettes / Vapes
- Fireworks
- Pornographic images
- Mobile Phones
- 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 to property of; any person (including the pupil).

1. Only the head teacher, a member of the Senior Leadership Team (SLT) or a member of staff authorised by the head teacher can carry out a search. The head teacher can authorise individual members of staff to search for specific items.
2. In the absence of the head teacher, a member of the SLT and/or the designated safeguarding lead (or deputy/ies) can authorise individual members of staff to search for specific items, as set out above.
3. Members of staff should immediately involve the head teacher, SLT, designated safeguarding lead (or deputy/ies) without delay if they believe that a search has revealed a safeguarding risk.
4. If the head teacher, SLT, designated safeguarding lead (or deputy) find evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping Children Safe in Education). They should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.
5. The member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:
 - are in possession of a prohibited item
 - do not understand the instruction
 - are unaware of what a search may involve or
 - have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

Procedure

- An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises, or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
- The law states that the member of staff conducting the search must be of the same sex as the pupil being searched. There must also be another member of staff present as a witness to the search.
- A member of staff may search a pupil's outer clothing, pockets, possessions, desks, bags or trays.
- The person conducting the search must not require the pupil to remove any clothing, other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.
- 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.
- Whether or not any items have been found as a result of any search, the Headteacher, SLT or Designated Safeguarding Lead (or deputy / ies) will consider whether the reasons for the search, the search itself or the outcome of the search give cause to suspect that the pupil is suffering, is likely to suffer harm and/or whether any specific support is needed. Where this may be the case, staff will follow the school's child protection policy and speak to the Head teacher, SLT or Designated Safeguarding Lead (or deputy) as set out in Part 1 of the Keeping Children Safe in Education document. They will then consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Any search by a member of staff for a prohibited item, listed above, should be recorded on CPOMS - including whether or not an item is found. Information should 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
 - what follow-up action was taken as a consequence of the search.
- Parents will be informed if a search for a prohibited item has taken place and the outcome. They will be told if anything has been confiscated and the action taken, including consequences.

Confiscation of Prohibited or Illegal Items

Controlled drugs must be delivered to the police as soon as possible, unless there is a good reason not to do so. When staff are unsure as to the legal status of a substance and have reason

to believe it may be a controlled drug, they should treat it as such and deliver them to the police. Other substances which are not believed to be controlled should also be delivered to the police.

Where a person conducting a search finds alcohol, tobacco, e-cigarettes, vapes, cigarette papers, lighters/matches or fireworks, they may retain or dispose of them as they think appropriate, but should not return them to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image, unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child), in which case it must be delivered to the police as soon as reasonably practicable.

Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable.

The member of staff should consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff should consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items, such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm and
- whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible. Items that have been (or are likely to be) used to commit an offence, or to cause personal injury or damage to property, should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

Electronic Items

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the Head teacher, SLT or Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Where reports of this nature are made, Aycliffe Drive Primary School will follow the principles as set out in the Keeping Children Safe in Education document.

The UK Council for Internet Safety will also provide the school with guidance on how to support school staff and Designated Safeguarding Leads with regard to sharing nude and semi-nude images: advice for education settings working with children and young people.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then this must be delivered to the police as soon as is reasonably practicable.