

## **Behaviour Policy**

**Policy adopted : September 2020**

**Date of review: September 2021**

## Behaviour Policy

We have a duty under the Schools Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

### Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved in the school
- To promote self-discipline and proper regard for authority among pupils
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

### Physical Contact

Physical Contact is a key part of a positive relationship; touching a pupil might be appropriate or necessary when:

- Comforting a distressed pupil
- A pupil is being congratulated or praised
- Holding a hand for support or control when moving around school
- Demonstrating exercises/techniques during, for example music or PE lessons
- To give first aid

Key members of staff have been trained in MAPA (Management of Actual or Potential Aggression). These are Sam Aiston and Kay Hartland who will be called to a situation which may escalate.

### Physical Intervention (see Appendix 1)

The use of physical intervention is very rare and is whenever possible avoided. There may be occasions when the use of physical restraint is appropriate; for example if a child is hurting his/her self and /or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded and shared with parents.

### **Responsibilities for the effective delivery of this policy**

**The named Governor responsible for the effective management of behaviour is: Ian Barrett**

#### **Responsibility of the Governing Body**

**The Governing Body has:**

- Responsibility to ensure that the school complies with this policy

- Delegated powers and responsibilities to the Head teacher to ensure that school personnel and pupils are aware of this policy
- Delegated powers and responsibilities to the Head teacher to ensure that all visitors to the school are aware of and comply with this policy
- The duty to support the Head teacher and school personnel in maintaining high standards of behaviour
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents
- Nominated a link governor to visit the school regularly, to liaise with the Head teacher and the co-ordinator and to report back to the Governing Body
- Responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Head teacher – (Mr Sam Aiston)**

#### **The Head teacher will**

- Determine the detail of the standard of behaviour that is acceptable to the school
- Ensure all school personnel, pupils and parents are aware of and comply with this policy
- Work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected
- Promote good behaviour by forging sound working relationships with everyone involved with the school
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils
- Ensure the health, safety and welfare of all pupils in the school
- Work closely with the link Governor and coordinator
- Provide guidance, support and training for all staff
- Monitor the effectiveness of this policy
- Annually report to the Governing Body on the success and development of this policy

### **Role of the Nominated Governor**

#### **The Nominated Governor will:**

- Work closely with the head teacher and the Coordinator
- Ensure this policy and other linked policies are up to date
- Ensure everyone connected to the school is aware of this policy
- Report to the Governing Body every term
- Annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

#### **School personnel are expected to:**

- Comply with all aspects of this policy
- Encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently
- Promote self-discipline amongst pupils
- Deal appropriately with any unacceptable behaviour
- Provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline

- Attend periodic training on behaviour
- Ensure the health and safety of the pupils in their care
- Report all incidents of discrimination to the Head teacher or coordinator

### Role of Pupils

#### Pupils are expected to

- To be aware of and comply with this policy
- Be polite and well behaved at all times
- Show consideration to others by listening carefully to them and helping if necessary
- Make suggestions about the school behaviour via the school council
- Support Behaviour code to ensure the smooth running of the school

### Role of Parent/Carer

#### Parents/Carers are encouraged to:

- Comply with this policy
- Have a good honest working relationship with school personnel
- Support the school by ensuring their child understands and values the meaning of good behaviour and by reinforcing and standing by the sanctions applied by the school.

### Our approach to positive behaviour

#### Praise

We regularly praise the children for following our school rules. We use verbal praise and silent gestures such as a thumbs up, smile or nod. We aim for our praise to always be sincere.

#### Weekly Celebration Worship

Every Friday the whole school meets to celebrate the achievements that have occurred during the week, these focus on hard work and good behaviour (This will not be the case in the Autumn term 2020 as there are no mass gatherings).

Our Behaviour rules are set out clearly for all staff members and children. They are as follows:

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> <li>1. Be kind</li> <li>2. Be ready</li> <li>3. Be safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations and follow the stepped boundaries.</li> <li>4. Accompanying children to and from the playground/hall</li> <li>5. Praising in public (PIP), Reminding in private (RIP)</li> <li>6. Consistent language – using the scripts.</li> <li>7. Fantastic walking</li> <li>8. Recognition boards</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition boards</li> <li>2. Certificates</li> <li>3. Stickers</li> <li>4. Phone call/text home</li> <li>5. Verbal praise</li> <li>6. Notes home</li> <li>7. SLT praise</li> <li>8. Class Rewards</li> <li>9. Show work to another adults</li> <li>10. Recommendation to HT</li> </ol>

## Stepped boundaries

### Use as a guide

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is a REMINDER that we need to be (kind, Ready, Safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you.</p> <p><b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you.'</b></p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You are breaking our school rule of being ready.</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.</p> <p>.....) (learner's name), do you remember when ..... (model of previous good behaviour)?</p> <p>That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you.</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking our school rule of being ready. This is the second time I have spoken to you. You have now chosen to catch up with your work at lunchtime. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.'</b></p>
3. TIME OUT  After two mins timeout, remind children of school rules and the expected positive behaviour not their poor behaviour. Remind them that you will still speak to them at the end of the lesson for the restorative process.	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You are breaking the school rule of being kind.</p> <p>This is the third time I have spoken to you.</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p><b>OR IF OUTSIDE...</b></p> <p>Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc.)</p> <p>I will speak to you in two minutes</p> <p><b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being kind. This is the third time I have spoken to you. You have now chosen</b></p>

	to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you.'
4. FOLLOW UP – REPAIR & RESTORE	<ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol>

### Persistent poor behaviour

If there is persistent bad behaviour then the child should go to SLT as this will involve a phone call home and it being recorded in the Behaviour record.

### Exclusion

In serious cases, one of the following sanctions may be necessary

- Isolation at play/lunchtime
- Lunchtime exclusion
- Fixed term exclusion
- Permanent exclusion

Only the Head teacher can decide to exclude a pupil. This power can be delegated to the Deputy Head teacher in the absence of the Head teacher.

### Behaviour Logs

A robust system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.

### Additional Strategies to support inclusion

#### Social and Emotional Plans

These plans are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the behaviour lead/class teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put in place. The class teacher will also arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

### SEND code of practice

All children will be taught emotional self-regulation through our PSHE programme which will enable them to use and apply learned skills to become more independent in effectively managing their behaviour. Pupils with more complex needs due to SEND or high incidents of ACES will have access to more targeted support and may be given alternative sanctions appropriate to their need.

Children with serious or repeated behaviour difficulties may need to have an individual plan in accordance with the Special Needs Code of Practice and the Equality Act 2010. We may ask for an assessment from our Educational Psychologist or with agreement from parents or carer, refer to CAMHS. If assistance is required please consult with our SENDCO, Liz Simpson.

#### Transition times/Moving around school

Teachers must be in their classroom at 8.40 in order to receive children when doors open, a member of staff will be on the main KS2 door to welcome and monitor pupils as they arrive.

It is expected that when children are moving around school as a large group that they walk on the left hand side in single file. It is the teacher's responsibility to ensure this happens.

- All children must be escorted to and collected from the playground by the class teacher, both at break time and lunchtime. Each class teacher must wait on the playground until the Teacher or Lunchtime supervisors who are responsible for the playground duty arrive on the playground. It is essential that ALL children are delivered to the playground.

#### The power to discipline beyond the school gate (see Appendix 2)

Disciplining beyond the school gate covers the schools response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Head teacher are lawful.

#### Searching and confiscating (see Appendix 3)

The Head teacher and Deputy Head teacher have a statutory power to search pupils or their possessions, without consent where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline

#### Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

#### **During the Coronavirus**

Under the government guidelines it is more important than ever for children to adhere to the behaviour policy. We have a risk assessment that relies on children behaving in a way that does not endanger pupils and staff in school. Children will be expected to remain in their bubbles and social distance from other adults. If a child refuses to do this they will be sent to the Headteacher. The Headteacher may then make the decision to either remove the child from the bubble and isolate them or ask their parents to keep them at home. The safety and welfare of the children is paramount.

Spitting will not be tolerated. If a child spits at another child then their parent will be contacted and the child may be removed from that particular bubble, isolated or asked to stay at home. This is at the discretion of the Headteacher and a range of factors such as special educational needs and vulnerability will be considered.

## **The use of reasonable force**

### **What is reasonable force?**

1. 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.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. 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.
6. 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.

### **Who can use reasonable force?**

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

### **When can reasonable force be used?**

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools 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; and restrain a pupil at risk of harming themselves through physical outbursts.



**Schools cannot:** use force as a punishment – **It is always unlawful to use force as a punishment**

### **Using force**

A panel of 3 experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- 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.

### **Staff training**

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

Telling parents when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved. (See sheet below)

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- Examples of where touching a pupil might be proper or necessary:
  - a) Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - b) When comforting a distressed pupil;
  - c) When a pupil is being congratulated or praised;
  - d) To demonstrate how to use a musical instrument;
  - e) To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - f) To give first aid.

## Appendix 2

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to and from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into the school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officer of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

## Appendix 3

### **Searching and confiscation**

The Head teacher, Deputy Head teacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

### **Searching with consent**

#### **School's common law powers to search:**

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### **Searching without consent**

#### **What the law says:**

#### **What can be searched for?**

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

#### **Can I search?**

2. Yes, if you are the Head teacher, Deputy Head teacher or a senior member of staff. But:
  - a. You must be the same sex as the pupil being searched; and
  - b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

As a result Mr Aiston, Mr Cowdrill or Mr Heath would have the power to search a male pupil. This would be witnessed by another member of staff.

#### **When can I search?**

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

## **Authorising members of staff**

The Head teacher, Deputy Head teacher and two senior members of staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

## **Location of a search**

1. 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 pupil.
2. The powers only apply in England.

## **During the search**

### **Extent of the search – clothes, possessions and trays**

#### **What the law says:**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **‘Outer clothing’** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves. **‘Possessions’** means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

#### **Trays**

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

#### **Use of force**

Reasonable force may be used by the person conducting the search (see appendix 3).

## **After the search**

### **The power to seize and confiscate items - general**

#### **What the law allows:**

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they act lawfully.

### **Items found as a result of a 'without consent' search**

#### **What the law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs. These can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items** these must be delivered to the police or returned to the owner, providing it is safe to do so.
- **Any weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

#### **Telling parents and dealing with complaints**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search. However as good practice the sheet below will be completed whenever a search and/or confiscation has taken place
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potential harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

#### **Further reading and guidance**

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachers-and-school-staff-on-behaviour-and-discipline>

[http://www.ico.gov.uk/for\\_organisations/data\\_protection.aspx](http://www.ico.gov.uk/for_organisations/data_protection.aspx)

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pacecodes/?view=Standard&pubID=810826>

**Broseley C.E**



**Primary School**

Name of child:

(Male/Female)

Class:

**Search and confiscation Record**

**Reason for the search**

**Names of staff carrying out the search and those staff acting as witness include title**

- 1.
- 2.

**Items found**

**Other agencies involved – please list with name and title**

**Parents contacted**

**Date:**

**Time:**

**Sanctions/Next steps**

**Meeting with parent and child following the incident**

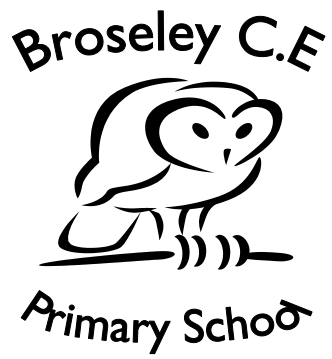
**Any further intervention or agency involvement required**

**Signed:**

**Date:**

**Designation:**





Name of child:

(Male/Female)

Class:

**Reasonable Force Record**

**Reason for the use of reasonable force**

**Names of staff using reasonable force**

- 1.
- 2.

**Other agencies involved – please list with name and title**

**Parents contacted**

**Date:**

**Time:**

**Sanctions/Next steps**

**Meeting with parent and child following the incident**

**Any further intervention or agency involvement required**

**Signed:**

**Date:**

**Designation:**