



Relationship and Positive Behaviour Policy

Responsible for policy:
Chair of Directors

CC3: Quality Provision and Performance



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Definitions

- In this **Relationship and Positive Behaviour Policy**, unless the context otherwise requires, the following expressions shall have the following meanings:
- **'The Romero Catholic Academy'** means the Company named at the beginning of this **Relationship and Positive Behaviour Policy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, Saint Gregory, Saint John Fisher, Saint Patrick, Cardinal Wiseman, Shared Services Team.**
- **'The Romero Catholic Academy'** means the company responsible for the management of the academy and, for all purposes, means the employer of staff at the company.
- **'Board'** means the board of directors of the Romero Catholic Academy.
- **'Chair'** means the chair of the board or the chair of the local governing body of the academy appointed from time to time, as appropriate.
- **'Governing Body'** means the governing body to the board or the governing body to the local governing body of the academy appointed from time to time, as appropriate.
- **'Chief Executive Officer'** means the person responsible for performance of all academies and staff within the multi academy company and is accountable to the board of directors.
- **'Diocesan Schools Commission'** means the education service provided by the diocese, which may also be known, or referred to, as the Birmingham Diocesan Education Service.
- **'Local Governing Body'** means the governing body of the school.
- **'Local Governing Body Representatives'** means the governors appointed and elected to the Local Governing Body of the School, from time to time.
- **'Principal'** means the substantive principal, who is the person with overall responsibility for the day-to-day management of the school.
- **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- **'Shared Services Team'** means the staff who work in the central team across the company (e.g. HR/ Finance).
- **'Chair'** or **'Vice-Chair'** means the chair or the vice-chair of the governing body elected from time to time.
- **'Pupils'** means Children (EYFS), Pupils (KS1-KS4), Students (KS5). For the purposes of the policy we will use pupil throughout.
- **'TRCA'** The Romero Catholic Academy Company.

Aims

The Romero Catholic Academy recognises that the common good requires that social conditions allow all people to reach their full human potential and realise their human dignity. At the heart of this, is the need for strong relationships. Concretely, this will mean that Catholic schools should:

Provide a broad and balanced education which will help pupils grow to their full human potential, and pay regard to the formation of the whole person, so that:

“...all may attain their eternal destiny and at the same time promote the common good of society. Pupils are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom, and be formed to take an active part in social life”.

Code of Canon Law

Values

“Because all people are equal in God’s sight, every person possesses the same dignity and has a claim to the same human rights. Hence every kind of social, racist, sexist, cultural or religious discrimination against a person is an unacceptable injustice.”

YOUCAT 330 (see definitions)

We believe that across the Romero Catholic Academy, we should create a safe and stimulating environment where everyone knows that they are valued as God’s children. Every person has the right to be treated with respect and each person has the responsibility to treat others in the same way. We believe that all pupils, regardless of their starting points, can achieve if they are taught well and are supported effectively. Our belief is underpinned by clear values that drive our moral compass across schools and this permeates our collective pursuit of excellence:

- **Respect** We respect and value those we work with and the contribution that they make.
- **Integrity** We act fairly, ethically and openly in all we do.
- **Service** We put our pupils at the centre of all that we do
- **Excellence** We use our energy, skills and resources to deliver the best, sustainable results.

The Romero Catholic Academy (TRCA) recognises the need to always promote positive behaviour. By being proactive, effectively promoting a choice that makes the right moral decision, our schools can help to create a safe and disciplined environment, where pupils are able to learn, flourish and fulfil their God-given potential.

Rationale

Our approach to behaviour is a relational one, where we see all behaviour as a communication of need. We are committed to being Attachment and Trauma Informed Schools and ALL staff are trained in awareness. We make effective use of current research in neuroscience and trauma informed approaches. The Romero approach follows three main relational concepts:

- We **value** every pupil.
- We see behaviour as a **communication**.
- We respond with **visible consistency** and **visible kindness**.

Responding to behaviour

Developing Relationships

Our school ethos of collaborating as the 'Romero Family' underpins all that we do to ensure that school is a place of safety and a positive learning environment for all pupils. All staff in school invest in building relationships with the pupils they work with, so that they enjoy their learning and attend school regularly and on time. All pupils are treated with kindness and valued as individuals. All members of staff, volunteers and governors in school are expected to model and promote behaviours and further embed positive relationships. Every interaction between all adults and pupils will explicitly teach our school expectations, routines and values.

Relationships are built through:

- Consistent caring adult behaviour.
- Clear high expectations for behaviour and learning.
- Consistent routines and practice in all areas in school.
- The systems that are fair and equitable to all, regardless of age, gender, sexual orientation or ethnicity.
- A 'fresh start' approach and all pupils have a 'clean slate' at the start of each day/lesson.

Setting boundaries and celebrating positive behaviour

Good and expected behaviour must be always role modelled and promoted by all staff. Around school pupils should be given regular, specific praise for excellent behaviour.

School rules

The whole school reward system is designed around the pupil's ability to positively contribute to school life. The reward system is designed to celebrate and encourage the individual skills and traits that are needed for pupils to develop a positive attitude towards their learning and development but also to support them to become responsible members of the school community.

Rewards

The school rewards range from house points, tokens, raffle tickets, certificates, prize boxes, stickers to name a few. Celebration assemblies also recognise the positive contributions of pupils to school life.

Consistent routines

Through teaching and promoting the core values and rights, pupils learn that to achieve well and succeed in school they must work hard, concentrate and be resilient when faced with difficult challenges. To do this, the climate and ethos in the classroom needs to promote positive behaviour for learning. To ensure high-quality learning takes place every day in every lesson, teachers consistently maintain calm and well-organised classrooms. Lesson resources are prepared in advance, and all classes follow established routines that maximise learning time. To develop the effective relationships across the whole school we have adopted key routines:

- Meet and greet all pupils positively when they arrive in the morning.
- Every class will have a visual timetable.
- Stop signal and transition cues are used consistently across the whole school.
- **Setting high expectations.**
- In all areas in school, pupils are reminded to demonstrate high expectations by being who God wants us to be:
 - Being ready.
 - Being respectful.
 - Being safe.

Mental Health and Well-Being

We care deeply about and actively promote positive mental health and well-being for pupils, staff, and families. We have a trained '**Mental Health First Aider**' in each school and other senior staff and governors are trained in promoting mental health in the workplace. In primary schools we use 'My Happy Mind' and in secondary we use 'My Mind Coach' to support with pupils mental health.

Responding and Calming

All schools have dedicated **safe spaces and/or calm areas** for pupils to use to aid self-regulation. Pupils are taught to use these resources and to understand how this is helping them be ready to learn again. Through PSHE and 10:10 sessions, pupils are taught breathing techniques, mindfulness and calming strategies.

All staff in school will respond in a calm and consistent way, where appropriate they will use the "30 second script" to support pupils in making positive behaviour choices (**Appendix 3**). This sets a high expectation for behaviour along with a positive affirmation that the pupil can achieve this. Pupils will always be given time to correct the behaviour after the script is delivered. There are regular opportunities for all pupils to share their views through regular dialogue and surveys with senior leaders.

Supporting pupils to regulate emotions

Pupils need to feel confident that an adult will support them to regulate their emotions. Where appropriate, the staff will use the Emotion Coaching Script (**Appendix 4**) to co-regulate. Only when the pupil has been supported to calm themselves must the consequences of the behaviour be discussed. Staff should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions. Staff will respond in a predictable, prompt, kind and assertive manner; we will provide additional support where needed so that all pupils can meet our expectations.

Supporting Inclusion

We recognise that behaviour is a form of communication, and that some pupils may require additional support to regulate their emotions and actions. With guidance from the SENCo and pastoral teams, personalised provision is provided through a Positive Intervention Plan. This support may also be necessary for some individuals outside the standard behaviour policy pathway. (**Appendix 5 Primary / Appendix 6 Secondary**).

Positive Handling

The Romero CMAC recognises that there is a need to intervene when there is an obvious risk to safety to pupils, staff and property. Staff may use positive handling as a last resort in line with Team Teach training and advice. If used at all, it will be in the context of respectful, supportive relationship with the pupil and will always aim to ensure minimal risk of injury to pupils and staff. Please see our TRCA Positive Handling Policy.

Repairing and Restoring

Reflection

All unacceptable behaviours must be addressed directly with the pupils. Staff will ensure that pupils understand the importance of resolving incidents during reflection time. These restorative interactions are used to help pupils reflect on their actions, resolve conflicts, and learn how to repair relationships. (**See Appendix 7/8/9 optional reflection sheets**).

Reflection time aims to:

- Teach pupils the impact of the behaviours they have shown.
- Support pupils to take responsibility for their own behaviour.
- Know how to repair the impact of their behaviour.
- Have positive strategies to improve their future behaviour.

Staff reflecting on behaviour

It is essential that all staff in school reflect on the behaviour of the pupils they are working with and try to identify any underlying causes of behaviour that challenges. We believe that ALL behaviour is a communication of need or circumstances, so staff need to understand how a change to provision or practice for the group or individual could help improve behaviour.

Restoration

Behaviour that can be effectively managed within a classroom environment by the class teacher. From following the 30 second script (where appropriate), pupils may have lost a few minutes of breacktime or lunchtime to complete any learning or to have a short restorative conversation. All staff must follow the Romero pathway.

Step One	Praise the positive
Step Two	Stop and notice
Step Three	Talk it through
Step Four	Choice
Step Five	Pause and reflect
Step Six	Repair and restore
Step Seven	Home engagement
Step Eight	Internal suspension or inclusion
Step Nine	Suspension and reintegration
Step Ten	Permanent exclusion

High Levels of Behaviour

Serious incidents of negative or unacceptable behaviour—where a pupil has deliberately chosen to harm another person (physically or verbally, including the use of racist, bullying, or homophobic language), or caused damage to school or personal property—may warrant an immediate escalation to a higher stage of the restoration pathway.

When a pupil's behaviour falls below expectations—whether on-site, off-site, or online—and is either witnessed by staff or reported to the school, we will work in partnership with families to address the issue and apply appropriate consequences. Negative online interactions can significantly impact the school's culture and may contribute to the school feeling like an unsafe environment.

Child on Child Abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow our Child Protection Policy and the information within **Keeping Children Safe in Education** addressing it through appropriate consequences. All staff will challenge inappropriate language and behaviour between pupils.

Sexism and Sexual harassment

In Romero, we want everyone to feel included, respected and safe in our schools. We will not tolerate verbal abuse, which includes name-calling and sexist comments. All schools within Romero, do not tolerate 'banter.'

- **Sexist comments** are those which discriminate based on sex, particularly against females.
- **Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to challenge and/or report inappropriate behaviour. When pupils make such comments, the following steps will be taken:

- The individual(s) will be asked to apologise to anyone affected by the comment.
- Staff will provide support and education to help improve behaviour, which may include referrals to external agencies or specialist services.
- Behaviour will be monitored for any recurrence.
- Further action will be taken as appropriate, in line with school policy.

Our PSHE and RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Suspension

In some high levels of behaviour, there may be cause to issue a suspension: please see [Suspension and permanent exclusion guidance](#) from the DfE for further details.

Permanently Exclusion (PEX)

In extreme cases, the pupil may be Permanently Excluded (PEX). This sanction is used only as a last resort. All suspensions and permanent exclusions will be carried out in accordance with the Statutory guidance set out by the Department for Education (DfE).

Monitoring of Behaviour Incidents

Significant or repeated behaviours should be recorded using the school's chosen system (e.g. Arbor, CPOMS), in line with safeguarding and monitoring expectations. The following should be noted:

- 1) Professional judgement should be used to determine what warrants formal recording.
- 2) Logged behaviour incidents will be viewed daily and monitored on a weekly basis by the member of Senior Leadership Team linked to each year group.
- 3) Behaviour and culture are a standing item on SLT; this allows any persistent issues/ pupils to be identified.
- 4) If a pupil is persistently making poor behaviour choices this may indicate a safeguarding issue or signal an unmet learning or developmental need, these pupils will be referred to the school inclusion and pastoral team.
- 5) Termly feedback will be sought from all pupils about the existing climate within school and a termly report on incidents and suspensions will be shared with Governors and the Board of Directors.

All staff are required to adhere to this policy, including temporary, volunteers or supply staff.

Appendix 1: Consequences (Secondary)

Consequences

- Poor behaviour is recorded on the Arbor as Demerits (negative incidents)
- The number of points is monitored on a half termly basis and strategies will be put in place to support pupils to learn effectively and to show respect for others.

100% Co-operation

- 100% co-operation has been adopted to support the behaviour of our pupils. If a member of staff feels that a pupil has not met our behaviour standards or has breached uniform guidance, they will call for a Hot-Spotter and the pupil will be placed in either Faculty Support or Internal Inclusion.
- This placement could be up to 4:00pm on that day. Parents will be notified by text by 2:20pm of that day if this is the case. For incidents after this, pupils would be expected to complete Period 1 of the next day there. If a pupil chooses to walk out before the end of their session, they will be required to complete a further sanction the following day. A refusal to follow staff instructions to go into Internal Inclusion may result in an internal suspension or an external suspension.

Detentions

- Under the Education and Inspections Act 2006, section 92, schools have the statutory right to impose detentions both during and outside normal school hours. Parental consent is not required for detentions, and inconvenient travel arrangements do not override the school's right to impose this sanction. Staff will give reasonable consideration to travel arrangements when determining the appropriateness of a detention.
- Lunch time detentions can run daily. The pupil(s) may also be issued with an afterschool detention. Parents will be informed in advance, and detentions will be logged on Arbor and can be seen by parents accessing the system via the parent portal.
- If a pupil arrives late for the school day they will receive a break time detention. Parents/carers will be notified of this.
- There may be an instance where a pupil has repeatedly failed to adhere to 100% co-operation and will be asked to attend a detention with a member of the behaviour team. Failure to attend this will result in a Friday detention led by a member of SLT.
- Staff may also issue detentions at break and lunchtime and after school, but every effort will be made to ensure that pupils have reasonable time to eat, drink and use the toilet. Staff can keep pupils back at the end of the day for 10 minutes without prior warning.

Smoking, Vaping or use off Nicotine products On or Off the School Site

- Any pupil found smoking, vaping, or using nicotine products on site will be placed in internal inclusion for one day as an initial consequence. Repeat offences will result in a rolling programme of suspensions, in line with the school's behaviour policy.
- If the pupil continues to act in breach of the policy, they may be subject to a Permanent Exclusion on the grounds of persistent breaches of the **TRCA Relationship and Positive Behaviour** and **TRCA Positive Handling Policy**. This includes smoking outside the school grounds; it also applies if a pupil is smoking any form of replacement cigarettes/e-cigarettes. The same consequences may be issued to any pupil fraternizing with a group of smokers, even though the student himself or herself may not be smoking.

Uniform

- All pupils are expected to wear correct uniform. If a pupil attends school and is not in the correct uniform, the school will attempt to support resolution. Please refer to the School Uniform Guidance booklet which is also published on the school website for the correct uniform.

Hairstyles

- Extreme hairstyles in terms of style (which could include hair dye), as determined by school, are not acceptable (large hair accessories are also not acceptable).
- Failure to comply will result in a sanction, beginning with internal inclusion. Persistent breaches may lead to more serious consequences.
- The Principal of each school reserves the right to determine what constitutes an extreme hairstyle.

Mobile phones

- Pupils are not allowed to use their mobile phones, smart phones or smart watches while on school site.
- Phones must be kept in bags when on site (Secondary). Staff will confiscate phones if they are seen in hand or out of a bag. Pupils can collect confiscated phones at the end of the day from student reception or the Behaviour Team.
- If Secondary pupils are on site at a primary school, for activities such as work experience, or supporting retreats, phones will be handed in to the school office. Please see our **TRCA Primary School Work Placement Policy**.
- Failure to hand over mobile phones may result in more serious sanctions.

Internal Inclusion

- The Internal Inclusion area is used where pupils have committed breaches of discipline and have not adhered to 100% co-operation which, in the judgement of the school, are in need of a greater sanction than a detention.
- The school reserves the right to impose a fixed term in Internal Inclusion. The number of days served in Internal Inclusion will depend on the judgement and the evidence available at the time.
- Pupils who fail to reach the classroom standards expected may be removed by a member of staff and placed into Internal Inclusion. They will be asked to reflect on the behaviour that has led to this consequence being imposed and may be allowed to be reintegrated into their next lesson. Any pupil who is removed from more than one lesson in a day will be subject to more serious consequences such as a full day in isolation or possibly a fixed term suspension.
- For those pupils who have had to spend a full day in Internal Inclusion, their parents will be informed.
- Where a pupil is placed into Internal Inclusion, the expectation is to work in silence to create a calm environment for all.

Inclusion

- Analysis of behaviour reports will take place on a regular basis. There will be dialogue with pupils and parents in those cases where personalised intervention plans are necessary. External agencies will be involved where appropriate.

Behaviour Off Site

Pupils wearing our uniform are expected to uphold high standards of behaviour at all times, both on and off the school site. This includes, but is not limited to:

- Participation in any school-organised activity.
- Travelling to or from school.
- When wearing school uniform.
- When identified as a pupil of Cardinal Wiseman.

Misbehaviour at any time—whether or not the above conditions apply—may be addressed by the school if it:

- Has repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the school community.
- Could adversely affect the reputation of the school.

We will discipline pupils according to our behaviour policy where these incidents of poor behaviour occur to such an extent as is reasonable.

Suspensions

Fixed term suspensions, which could include a fixed term in Internal Inclusion, may be given for - but not limited to:

- All instances described previously which constitute a persistent breach of our classroom standards and therefore our **TRCA Relationship and Positive Behaviour Policy** and **TRCA Positive Handling Policy**.
- Physical contact or threats made to a member of staff.
- Swearing directly at a member of adult or pupil.
- Hitting or assaulting another pupil.
- Stealing something significant.
- Bullying, harassment or abuse (including on the grounds of gender, race, religion or sexual orientation).
- Acts of deliberate vandalism.
- Malicious allegations against staff.
- On-going defiance towards members of staff.
- Persistent refusal to follow policy.

This list does not indicate every offence for which fixed term suspension may be used. For certain pupils/students a fixed term in Internal Inclusion will have more impact as a sanction than issuing a fixed term suspension.

Recommendation for Permanent exclusion will be given by the principal following a full investigation for the below but this list is not limited to:

- Possession of drugs or alcohol on site or on the journey to or from school.
- Dealing in drugs.
- Possession of drugs.
- Possession of an offensive weapon.
- Persistent disruptive or violent conduct.
- Persistent breaches of **TRCA Relationship and Positive Behaviour Policy**.
- Endangering others' safety.
- Evidence will be taken from the pupil so that their point of view is given.

Involvement Of Parents

Parents will be involved in discipline cases as appropriate. There will be a compulsory reintegration meeting for all pupils following a fixed term suspension.

Appendix 2: Screening, Searching & Confiscation (Primary & Secondary)

Searching

Principal can authorise designated members of staff to carry out a search on a pupil for any item. The principal and authorised staff 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 and cigarette papers or vapes and associated items
- 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 to the property of, any person (including the pupil)

The principal and authorised staff can also search for any prohibited items by the school rules which has been identified in the rules as an item which may be searched.

Confiscation

School staff can seize any prohibited item found because of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or "wandering" even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can wand pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with consent

The principal or designated staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the staff member to ask the pupil to turn out their pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- If a member of staff suspects a pupil has a prohibited item in their possession, they need to alert the principal or designated staff member. They can then instruct the pupil to turn out their pockets or bag and if the pupil refuses, the staff member can apply an appropriate punishment as set out in the policy.

Searching without consent

The principal or designated staff can search pupils without their consent for any item.

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items.
- Vapes, tobacco and cigarette papers, fireworks and 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, or damage to property.
- Any prohibited item by the school rules which has been identified in the rules as an item which may be searched for.
- The search can be undertaken by the principal or designated staff only.
- The staff member must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. A search can be carried out of a pupil of the opposite sex to a pupil and/or without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if a search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Authorising members of staff

- Principals can decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

Training for school staff

- When designating a member of staff to undertake searches under these powers, the principal should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Establishing grounds for a search

- The principal or designated staff can only 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 staff member must decide in each 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 suspect that the pupil is concealing a prohibited item.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases, as they get older.
- 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.
- School staff may wish to consider utilising CCTV footage to make a decision as to whether to conduct a search for an item.

Searches for prohibited items by the school rules

- Any prohibited items by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and publicised by the principal in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.
- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the principal must publicise the behaviour policy, in writing, to staff, parents and pupils at least once a year.

Location of a search

- 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, for example on school trips in England or in training settings.

During the search

Extent of the search – clothes, possessions, desks and lockers 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 desks, lockers and bags.
- 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.

Also note:

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- If the principal or their equivalent deems that the failure of co-operation could result in the involvement of external agencies, such as the police.

Lockers and desks

- Under common law powers, schools are able to search lockers and desks for any item. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.
- If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of force

- 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, vapes and associated items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for prohibited items under the school rules.

After the search

The power to seize and confiscate items – general

What the law allows:

- Schools’ general power to discipline, as circumscribed by 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.

Also note:

- 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 reasonably suspected to be an offensive weapon, it must be passed to the police.
- 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 acted lawfully.

Items found because 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 or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate, but this should not include returning it to the pupil.
- Where they find controlled drugs, **these must be reported to the police as soon as possible and school will act on their advice with regards to disposal.**
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where the staff member believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called ‘legal highs.’ Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco/cigarette papers/vapes they may retain or dispose of them.
- Fireworks found because of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a pornographic image, they must report it in line with safeguarding procedures in school.

- Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is prohibited under the school rules they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Statutory guidance on the disposal of controlled drugs and stolen items

It is up to staff authorised by them to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State:

- In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- Where 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.
- With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (phones/laptops) or illegal (alcohol/fireworks).

Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone if it has been seized in a lawful ‘without consent’ search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
- In determining a ‘good reason’ to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a pupil or an extreme pornographic image, should not be deleted prior to giving the device to the police.
- If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.
- All school staff should be aware that behaviours linked to sexting put a pupil in danger. Sexting and the school’s approach to it is reflected in the pupil protection policy. The UK Council for Pupil Internet Safety

(UKCCIS) Education Group has recently published the advice - sexting in schools and colleges - responding to incidents and safeguarding young people

Also note:

- Staff should also take account of any additional guidance and procedures on the retention and disposal of items that have been put in place by the school.

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 pupil.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Appendix 3: 30 second script for responding to behaviour

- I noticed that... (you are struggling getting started/ seem distracted/ keep shouting out.) Is everything OK?
- It was the rule about (following instructions/aiming to do your best/being respectful to everyone and everything) that you broke today.
- What do you think that we could do to support you in making sure that this rule isn't broken again?
- Ok, so you have chosen to.... (move to a new seat/ stay in at break to catch up)
- Do you remember ____ when you.....? (moved onto the recognition board/ earnt a house point/ got a positive behaviour point/ received a values and virtues card)
- That is the person that we want to see today.
- Thank you for listening. I will check in with you again later.

Appendix 4: Emotion coaching script

Step 1: Internally recognise the pupil's feelings and empathise with them.

Also consider:

Are you the right person to speak to this pupil? Are you emotionally ready to speak to this pupil?

Do you need help from another adult?

Step 2: Label and **validate** the feelings:

Label

You seem... to me

I can see that you are feeling...

I can tell that you are...

The way you are feeling is making you feel...

Validate

I am sorry that this has happened to you... you must feel... I would feel... if that happened to me too.

It's ok to feel...

I understand why you feel...

If the pupil is struggling to calm down at this point keep repeating the above whilst completing some soothing activities e.g. singing, colouring, scribbling, jumping, running, mindfulness (following a sensory diet).

Step 3: Only when the pupil has calmed down... Set Limits and Problem Solve:

Set Limits

It's not ok to behave like that...

In school, one of our rules that we have to follow is...

Doing that, is not ok...

Behaving like that is not helpful/ safe/ acceptable...

Problem Solve

What made you feel like that?

Have you ever felt that way before?

Let's think of what you could have done instead...

I can help you think of a different way to cope...

Try and do this next time you feel like this...

Let's decide what you can do next time you feel like this...

Appendix 5: Primary Positive Intervention Plan (to be individualised)

Positive Intervention Plan

Pupils name	Date of plan	Key staff in school	
Date of Birth	Date of review		
Year Group / class	Completed by		
Common Triggers	Provision - proactive strategies & motivators	Any medical conditions to be taken into account?	Communication support needed?
Stage 0 All Calm	Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Pupils' behaviour What does it look like?	Pupils' behaviour What does it look like?	Pupils' behaviour What does it look like?	Pupils' behaviour What does it look like?
Staff response How should staff respond to avoid escalation	Staff response How should staff respond to avoid escalation	Staff response How should staff respond to deescalate	Staff response How should staff respond to support
Communication Plan - how will incidents be recorded, analysed and communicated?	Positive Handling interventions which may be used by trained staff if a pupil reaches crisis.		

Appendix 6: Secondary Positive Intervention Plan (to be individualised)

Positive Intervention Plan		Form:	Updated:	Current Interventions:
Name:				
Typical presentation of behaviour	My strengths:	My interests, passions and ASPIRATIONS:		
What triggers me:	What are my barriers to behaving:	What I think helps me:	What my parents want staff to know:	
Guidance on supporting student:				
Targets:	Date set:	Review of targets:	Date of review:	

Appendix 7: Reflection sheet example 1

Behaviour REFLECTION

What happened?

How were you feeling at the time?

 bored / impatient	 silly / giddy	 angry	 frustrated	 sad	 confused	 troubled / a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other

What were you thinking at the time?

Who else has been effected and how do you think you've made them feel.

What could you do differently next time?

How can you repair the damage?

Appendix 8: Reflection sheet example 2

Behaviour REFLECTION

What happened?

How were you feeling at the time?



What was the impact of your action?



How can you make it right?

Ideas



Appendix 9: Reflection sheet example 3



Internal Inclusion Student Reflection

*"Know that wisdom is such to your soul; if you find it, there will be a future, and your hope will not be cut off." **Proverbs 24:14***

- You have been asked to complete this self-reflection log because you have been referred to Internal Inclusion (II).
- Your answers will form part of a wider discussion with your parents/carers about your current behaviour in school – this includes the number of times you have been referred to II.
- Please answers **all** questions, ensuring that your answers are a true reflection of the reason(s) for your referral to II today.
- This questionnaire should not take more than **five minutes** to complete.

Thank you!

Name: _____

Date: _____

Form: _____

Hotspot lesson: _____
eg., Maths

Hotspot Other: _____
e.g., lunchtime

P1 P2 P3 Form P4 P5

What is the reason for your referral to Internal Inclusion today:

Is this your first referral to II this week: **Yes / No**

Do you think your referral to II is fair: **Yes / No**



If you **do** think your referral is 'fair' – explain why:

If you do **not** think your referral is fair – explain why:

Who else has been affected by your behaviour today? How has it made them feel?

Please write down two things that you will do differently to ensure that you do not return to II:

- [1] _____
- [2] _____

Acknowledgement:

"I will now work silently and diligently to ensure a timely return to my next lesson. I accept that my time in II will be extended if my behaviour is not appropriate or is disruptive."

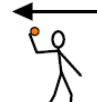
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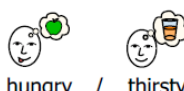
Date: _____

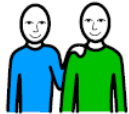
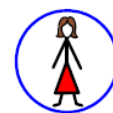
Staff Signature: _____
(Yes, discussion had)

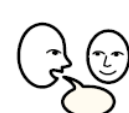
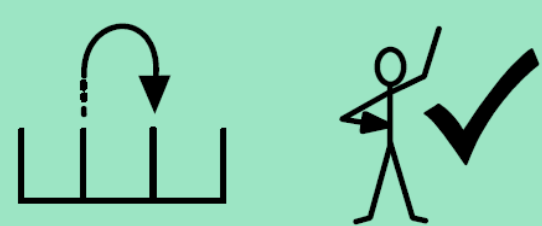
You must now complete the work that has been set for you. This work must be completed in silence to ensure your return to your next lesson. Failure to complete the work set, could result in your time in Internal Inclusion being extended.

Appendix 10: Restorative conversation prompt sheets

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 was unsafe
 took my clothes off	? What happened?			 wasn't respectful
 swore				 wasn't ready
 didn't listen	 threw something	 ran off	 tore my work	 something different

 worried	 fidgety	 confused	 angry	 sad
 irritated	 What were you thinking or feeling?			 excited
 giggly				 distracted
 silly	 hungry / thirsty	 anxious	 scared	 something different

 me	 a friend	 a teacher	 a MDS	 my class
 my mum	 Who has been affected?			 other children
 my dad				 group
 my family				 people in the community

 talk to an adult	 ask to go outside	 go to a calm space	 go for a run	 get a fidget toy
 physical checklist	 Next time I could...			 count to 10
 play with someone else				 walk away
 ask for help				 take deep breaths



