



Behaviour Policy

Incorporating Child-on-Child Abuse & Anti-Bullying Strategy, Exclusion,
Suspension and Drugs/Alcohol/Tobacco (pupils)

September 2022 onwards

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General

At Edge Grove we recognise that good behaviour in school is central to a good education. We recognise that pupils learn best in a calm, safe and supportive environment that they want to attend and that protects them from disruption.

We aim to meet or exceed the national minimum expectations in this regard:

- The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- The Senior Leadership Team visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidations are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discriminations, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

The school understands that KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. This policy is designed to bear this and other relevant government guidance in mind.

Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

Scope of the Policy

This policy applies whenever the pupils are at school. If the school witnesses or is made aware of conduct outside the school premises, including online conduct, that may result in sanctions being applied include misbehaviour:

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;

- When wearing school uniform;
- When in some other way identifiable as a pupil of the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat or causes harm to another pupils; or
- That could adversely affect the reputation of the school.

The Role of Senior Leadership Team

All members of the Senior Leadership Team should routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The Senior Leadership Team are responsible for ensuring that all staff understand the behavioural expectations and the importance of maintaining them. They make sure that all new staff are inducted clearly into the schools' behaviour culture to ensure they understand the rules and routines and how best to support all pupils in participating in creating the culture of the school.

The Senior Leadership Team will consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy; including training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

The role of teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expectations of behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should refer to the Staff Code of Conduct for more detailed information on this.

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will help support the evaluation, improvement and implementation of the behaviour policy. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Head can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions

The role of parents

The role of parents is crucial in helping the school develop and maintain good behaviour. Parents are encouraged to understand the behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about the management of behaviour, they should raise this directly with the school.

The school will build and maintain positive relationships with parents, for example, by keeping parents updated about their children's behaviour and encouraging parents to celebrate pupils' successes. Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Our school culture consistently promotes high standards of behaviour and provides the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. A good behaviour culture creates a calm environment which will benefit pupils with SEND, enabling them to learn effectively.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND - this is a question of judgement for the

school on the facts of individual situations. The school should consider whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

We will manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of the support being provided.

The law requires the school to balance a number of duties which will have bearing on our behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular we take into account:

- Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and
- If a pupil has an Education, Health and Care Plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupils with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirement of the pupil concerned and will be agreed with the Assistant Head: Learning Success (SENCO).

School Systems and Routines

The underlying theme of our behaviour policy is that all members of the school community (staff, pupils, parents and visitors to the school) should treat one another with dignity, kindness and respect at all times.

Consistent implementation of the behaviour policy helps to create a predictable environment. Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour will be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. Positive reinforcement is provided when expectations are met, while sanctions are required when rules are broken. Some pupils may require additional support to meet our behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Routines

Pre Prep

Entering classrooms - Pupils are expected to enter the classroom in a sensible and orderly manner. Pupils purposefully move through the room to hang up their bags and coats in the corridor and then re-enter once this task is complete. Pupils are then expected to move to an area of continuous provision (which they choose) and begin to engage in a task. After break times, pupils are directed to enter quietly and sit on the carpet or sit at their assigned places before awaiting further instruction or lessons to commence.

Lining up outside classrooms - Pupils are expected to line up in a single file outside the classroom and remain standing there quietly until they are invited into the classroom by the teacher. Once they have entered the classroom, pupils are expected to follow instructions and either settle at desks or on the carpet.

Moving around the school - Pupils are expected to walk in double file (next to a partner) and walk sensibly and in silence.

Behaviour during lessons - Pupils are expected to be fully focused and engaged during their lessons. Pupils are rewarded with house points or commendations for their engagement, participation and contributions in lessons.

Prep School

Moving around the school - Pupils are expected to walk sensibly around school, without shouting.

Start of Lessons - Pupils are expected to line up in single file outside the classroom and remain standing there quietly until they are invited into the classroom by the teacher. Once they have entered they should stand silently behind their chairs and wait for further instruction from the teacher.

Behaviour during lessons - Pupils are expected to be fully focused and engaged during their lessons. Pupils are rewarded with house points or commendations for their engagement, participation and contributions in lessons.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary and are made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be preemptively excused from a routine to give them time and space away from their peers.

We are mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Responding to Behaviour

Maintaining a positive culture requires constant work and the school will positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning. This will be explicitly reinforced through assemblies, PSHE and form time; it will also be addressed via subject teachers in lessons and break supervisors in less structured time. Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

Responding to Good Behaviour

Acknowledging good behaviour encourages repetition and communicates our expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the behaviour culture. Positive reinforcements and rewards should be more common than negative sanctions.

All positive reinforcements and rewards are available on Schoolbase for the Form Tutor to follow-up on with individual pupils and provide additional praise.

Positive reinforcements and rewards include:

- Verbal and written praise directly to the pupil
- Verbal and written praise to parents via phone call or written communication (e.g. email)

- Merits are awarded for achievement, effort and/or good behaviour both in and out of the classroom. They are recorded electronically on Schoolbase.
Merits also count towards House points in the termly House Competition. Individual awards are given out at the end of each term to reward those with the highest number of merits in each year group. In addition certificates are given out at the following annual milestones:
Bronze - 100
Silver - 200
Gold - 300
Platinum - 400 [a badge is also awarded for this achievement]
- Commendations are awarded by staff for excellent achievement, effort and/or behaviour both in or out of the classroom. They are recorded electronically on Schoolbase. Parents are informed electronically and certificates handed out weekly and names recorded in the newsletter. Commendations count for 3 merits on the pupil's annual tally.
- Golden Moments are awarded by staff to pupils for acts of kindness, compassion or community spirit. They are recorded electronically on Schoolbase. Parents are informed electronically and a Golden Ticket is awarded (privilege to skip the lunch queue) and recorded in the school newsletter. Golden Moments count for 3 merits on the pupil's annual tally. Individual awards (badges) are given out at the end of each term to reward those with the highest number of Gold Moments in each year group.
- Head's Commendations are awarded when a child has gone significantly above and beyond, which may include significant charitable service or achievement outside of school. They are recorded electronically on Schoolbase. Parents are informed electronically and certificates handed out in assembly and names recorded in the school newsletter.
- Positions of responsibility, such as Prefect or Head of House are also awarded to pupils who consistently demonstrate appropriate behaviours in the school community and who are seen as positive role models for younger pupils. These are typically given out in Year 2 (end of Pre Prep) and Year 8 (end of Prep School).

Responding to Misbehaviour

When a member of the school staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in accordance with the policy. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. It is important that all staff across the school respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent behaviour issues from arising and to restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- Protection: keeping pupils safe is a legal duty of staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- Improvement: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, breaks a rule or fails to follow a reasonable instruction, the member of staff can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school (see Scope of the Policy section).

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of staff or an unpaid member of staff authorised by the Head;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and is reasonable in all the circumstances.

In most situations sanctions will be applied by members of the school community directly working with pupils (e.g. teachers, learning and pastoral assistants, break supervisors, bus drivers, school nurse). Other members of support staff will, in most situations, refer the conduct of a child to their Form Tutor, Head of Phase or a Deputy Head.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its

imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment by school staff is illegal; it must not be used in any circumstance.

The Form Tutor has the initial responsibility for oversight of a pupil's conduct, with support from the Head of Phase and Deputy Head Pastoral and other members of the Senior Leadership Team as appropriate. All sanctions recorded on Schoolbase/CPOMS are available for Form Tutors to monitor and follow-up on.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

Staff should consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part I of Keeping Children Safe in Education, staff should follow the child protection policy and speak to the Designated Safeguarding Lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

In addition, staff should consider whether any misbehaviour is due to an underlying SEND need that has not previously been identified. Staff should consult with the Assistant Head: Learning Success if they have any concerns of this nature.

Sanctions

A quiet, firm reprimand that includes an explanation as to why the behaviour was unacceptable, by a member of staff, is expected to be sufficient to correct errant behaviour.

However if this fails the following sanctions may be adopted: (see Flow Charts for specific phases)

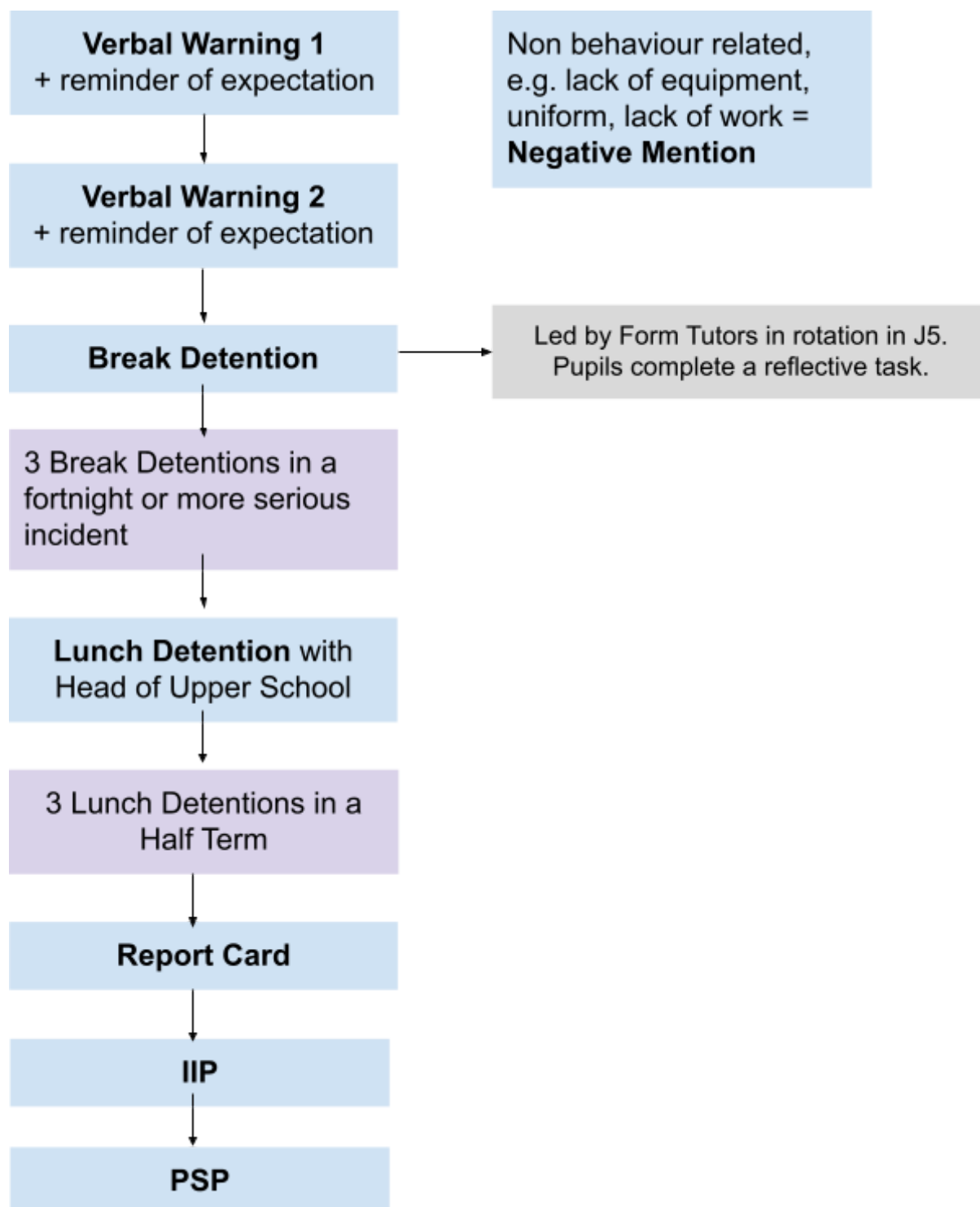
Sanctions can be applied at any level depending on the severity of the misdemeanour.

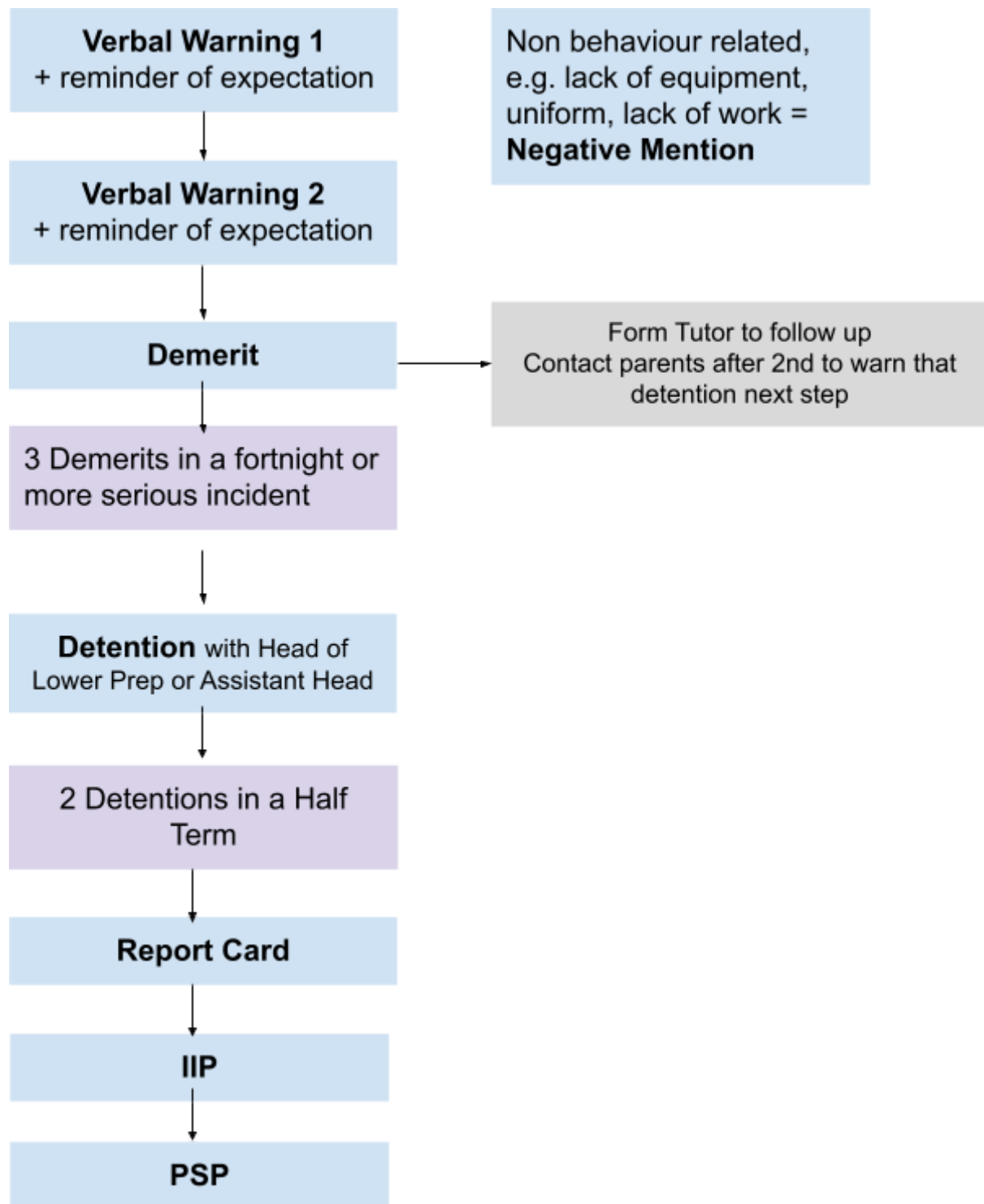
EYFS + Pre Prep	Lower Prep	Upper School	Sanction
✓	✓	✓	The child will be told to sit quietly in a specified place in the classroom or playground to calm down for a cooling off period.
✓	✓	✓	Withdrawal from a non-curriculum activity or loss of privileges

✓	✓	✓	Teacher, and if appropriate the Head of Phase, will meet the parents to discuss the situation and agree next steps
✓	✓	✓	Individual Intervention Programme (IIP); a parent/pupil/school support programme with specific targets agreed by all parties. This is reviewed every 2 weeks for up to 10 weeks.
✓	✓	✓	Failure of an IIP after a 10 week period will lead to the implementation of a Pastoral Support Programme (PSP). This is a formal comprehensive document that outlines all the support and interventions that will be put in place both at home and at school to support the pupil for an 8 week period.
✓	✓	✓	Formal Verbal Warnings
	✓	✓	Negative Mention; logged Schoolbase/CPOMS;
	✓	✓	Demerit; logged on Schoolbase/CPOMS; parents informed electronically
	✓	✓	Report Card for two weeks
	✓	✓	Break Detention (see Section on Detentions)
	✓	✓	Lunch Detention with Head of Phase (see Section on Detentions)
	✓	✓	Head's Detention, out of school hours (see Section on Detentions)
✓	✓	✓	Removal from classroom (see Section on Removal from Classroom)
✓	✓	✓	Suspension and Permanent Exclusion

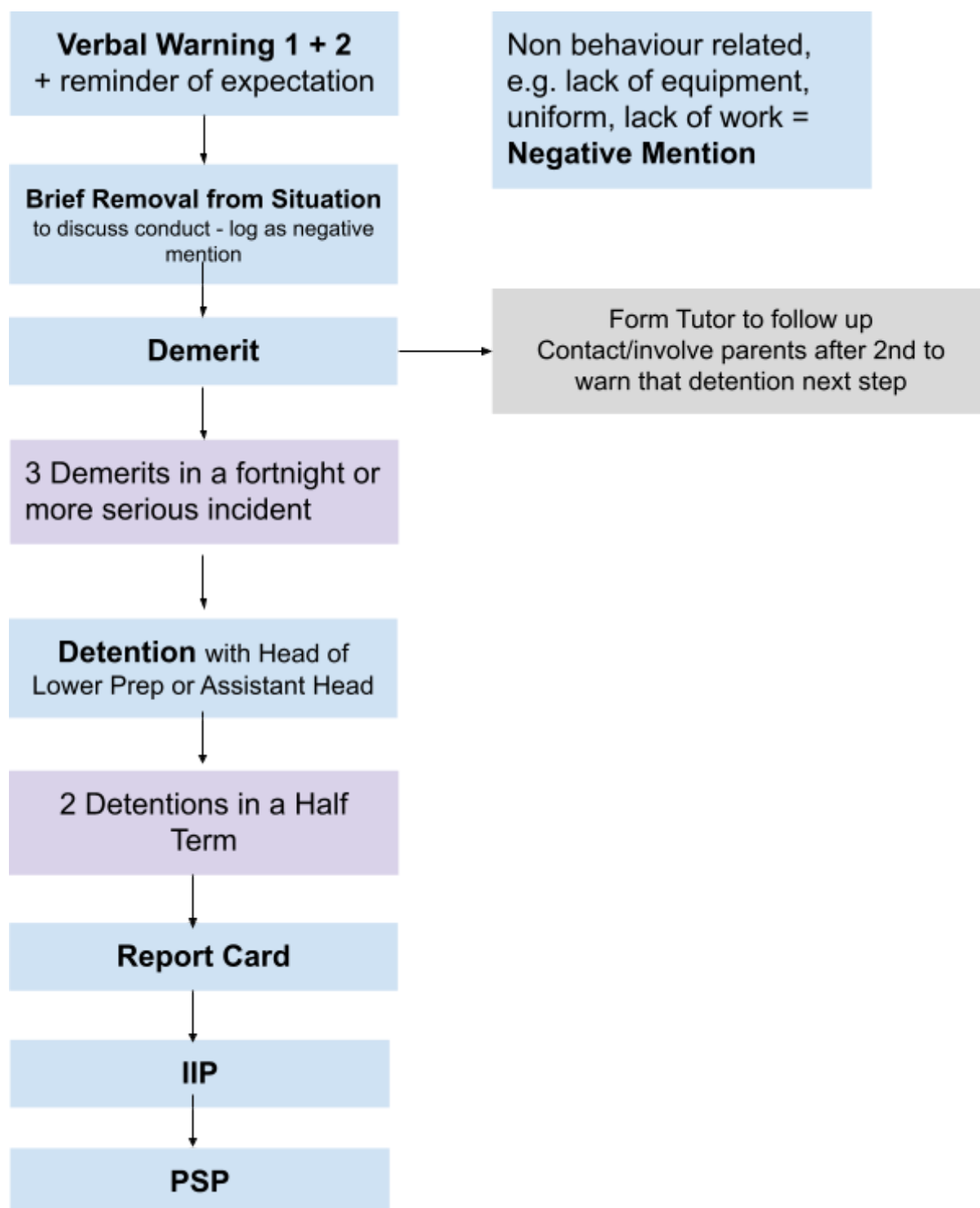
For all pupils, alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. The school will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

Years 7 and 8



Years 5 and 6

Years 3 and 4



EYFS to Year 2

1. First warning

2. Final warning

3a. Preschool and Reception - Staff will allocate a thinking area within their classroom where they will ask the child to wait with a timer. Once the timer is finished, the staff will have a restorative conversation with the child : What went wrong? What do you think you can do differently next time? And then the child will continue with the class as normal.

3b. Year 1 and Year 2 - staff will ask the child to stay behind at the start of break for 5 minutes to have a conversation about their behaviour. This late start to break is the consequence for their actions and poor choice.

4. If the same child continues making the wrong choice after the above, they will be sent to the Head of Pre Prep for a break time detention.

Detentions

A detention is a commonly used sanction in schools, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers are at break or have been allowed to go home.

Only teaching staff in school have authority to issue detentions to pupils, including same-day detentions. Detentions out of school hours can be used as a possible sanction (Head's Detention) and only the Head or a Deputy Head are authorised to issue these. Parental consent is not required for any form of detention. However, parents will always be informed of any out of school hours sanction and given at least 24 hours notice. Out of school hours detentions are a last resort and only given in exceptional circumstances.

A detention outside normal school hours will be lawful if it meets the following conditions:

- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- The detention is held at any of the following times:
 - Any school day where the pupil does not have permission to be absent;
 - Weekends during term - except a weekend during, preceding or following the half-term break or start/end of term; or
 - Non-teaching days - usually referred to as INSET days, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of term.
- It is only issued by someone with the authority to do so.

A detention should not be issued where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at increased risk;
 - Whether the pupil has any known caring responsibilities;
 - Whether the detention timing conflicts with a medical appointment;
 - Whether suitable travel arrangements can be reasonably made by the parent for the pupils.
- It does not matter if making these arrangements is inconvenient for the parent.

Removal from classroom

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised environment. The continuous education provided may differ to the mainstream curriculum but will still be meaningful.

Removal from a classroom should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, the school must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its impositions.

Removal should only be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- To allow the pupil to regain calm in a safe space.

The Head and/or Senior Deputy Head will determine the length of any planned removal from a classroom. This would be for the shortest time possible, and may require a pupil to be removed from all lessons for a period of time, or for a pupil to be removed from just one subject for a period of time. Support will be given to the pupil, teacher and group as appropriate to support the reintegration of the pupil back into class as soon as practicable.

Remove from class is to be distinguished from the use of separation spaces for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

If a child is subject to removal, then the school will:

- Consider whether any assessment of underlying factors of disruptive behaviour is needed;
- Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- Ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order

to protect the safety of pupils and staff from immediate risk, but this would be safety measure and not a disciplinary sanction;

- Ensure that if a pupil has a social worker, including if they have a Child in Need Plan, a Child Protection plan or are looked-after, then the social worker must be notified;
- Ensure that pupils are not to be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated within the mainstream school community.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Head (and Senior Deputy Head in the Head's absence) can use suspension and permanent exclusion in response to a serious incident or response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Examples of behaviour that may lead to exclusion, whether on a temporary or permanent basis, include but are not limited to:

- Alcohol, drug or tobacco abuse
- Abuse of the School's ICT network and/or internet access
- Bullying / Child on Child Abuse, include racist, sexist or discriminatory bullying
- Extreme and unacceptable parental behaviour
- Physical assault, threatening or any other improper behaviour towards a member of staff or another pupil
- Malicious damage to property
- Persistent disruptive behaviour
- Racist, sexist or discriminatory abuse towards a member of staff or visitor to the school site
- Sexual harassment
- Sexual misconduct
- Theft
- Any other activity that is illegal under English Law.

Temporary exclusion (suspension) may, at the School's discretion, be applied internally or externally and take the form of exclusion from an activity, classes or sports activities.

Permanent exclusion is always the sanction of last resort and the School will seek to work with external agencies to try to prevent this.

A record will be made on CPOMS of any suspension or exclusion.

Where a pupil is subject to permanent exclusion, the parents are entitled to use Stage 3 of the Complaints Policy as an appeals process.

Supporting pupils following a sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- Frequent and open engagement with parents, including home visits if deemed necessary;
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- Providing mentoring and coaching, in a individual or group setting outside of the classroom;
- Inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead (or Deputy); or
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

These interventions are part of a wider approach that involves the wellbeing and mental health of the pupil. The pupil may be raised and discussed at the Pupil Support Team meeting to triage the school's Early Help provision.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND needs a pupil may have.

Where the school has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Searching, screening and confiscation

Generally only the Head and other members of the Senior Leadership Team have the power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- 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).
- An article specified in the regulations:
 - Tobacco and cigarette papers
 - Fireworks; and
 - Pornographic images

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item - especially knives, weapons, illegal drugs or stolen items - may mean that the pupil is involved, or at risk of being involved, in antisocial or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation.

Any searching of a pupil will be implemented consistently, proportionately and fairly. It is rare that this needs to be carried out. The school will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with SEN and making reasonable adjustments that may be required where a pupil has a disability. The school may wish to use CCTV footage to decide whether to conduct a search for an item.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. Before the search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. Further

guidance is given in the document entitled 'Searching, Screening and Confiscation Advice for Schools' which all members of the Senior Leadership Team should have read.

An appropriate location should be found for the search, where possible 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 be another member of staff present as a witness to the search, where possible, of the same sex. Where this is not possible refer to the guidance in 'Searching, Screening and Confiscation Advice for Schools'.

A member of staff may search a pupil's outer clothing, pockets, possessions, bags, desks or lockers. 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 worn as underwear (e.g. jumper, coat), 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 risk that serious harm will be caused if the search is not carried out immediately and where it is not reasonably practicable to summon another member of staff.

Under no circumstances can a strip search be conducted by a member of staff. If the police determine that a strip search is necessary then all due processes outlined in 'Searching, Screening and Confiscation Advice for Schools' must be adhered to.

The Designated Safeguarding Lead (or DDSL) must be informed of any searching incidents where there was reasonable grounds to suspect a pupil was in possession of a prohibited item. This must also be recorded on CPOMS. They must also be informed without delay if it is believed that a search has revealed a safeguarding risk. If the DSL finds evidence that any child is at risk of harm they should make a referral to children's social care immediately.

Parents must be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. They should be told what, if anything, has been confiscated and the resulting action the school has taken, including sanctions applied. It might also be necessary to inform parents of a search for an item banned by school, e.g. e-cigarettes.

The school does not make use of screening on entry to the school site.

An authorised member of staff carrying out a search can confiscate any items that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is prohibited, or identified in the school rules for which a search can be made
- Is evidence in relation to an offence

The member of staff should follow the guidance for disposal of items as listed in 'Searching, Screening and Confiscation Advice for Schools'. In taking account all relevant circumstances, the member of staff should consider:

- The value of the item
- Whether it is appropriate to return the item to the pupil or parent; and
- Whether the item is likely to continue to disrupt learning or the calm, safe and supportive environment of the school.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

If a school trip is taking place without a member of the Senior Leadership Team in attendance then the Head or a Deputy may give their agreement for the Trip Leader to lead a search once the individual circumstances have been discussed with the Head or Deputy.

Banned Items

In addition to the list of non-permitted items above, pupils are are banned from bringing the following to school as they may be detrimental to maintaining high standards of behaviour and a safe environment:

- Money or credit/debit cards (with the exception of any small amounts indicated to parents for a set purpose, e.g. a cake/book sale or non-uniform day);
- Mobile phones (other than for those pupils who need them to independently go to and from school and these must be handed in to the office immediately upon arrival at school);
- E-Cigarettes or any form of vaping equipment;
- Food items, unless directly asked to do so for a specific purpose, e.g. charity cake sale;
- Any drinks other than water;
- Any electronic devices, other than a pupil's authorised chromebook;

- Any watch (or equivalent such as a fitness tracker) capable of connecting to the internet over a mobile network, e.g. Apple Watch and/or with bluetooth capabilities;
- Any over the counter or prescribed medications not authorised by the School Nurse to be carried by the child.

Consumption/possession of alcohol, non-prescription drugs, tobacco or vaping equipment (Pupils)

The use or possession of alcohol, non-prescription drugs and tobacco by pupils at Edge Grove (including off-site on organised trips or when in school uniform and identifiable as an Edge Grove pupil) is totally unacceptable.

The school's PSHE and academic curricula, such as Science, are designed to educate pupils into making the right choices. More detail can be found in the PSHE Policy.

Any pupil caught drinking alcohol, taking drugs or smoking tobacco/vaping, or suspected of being in possession of any of these substances must be referred immediately to a member of the Senior Leadership Team. If a search needs to be made the guidance set out in the 'Searching/screen and confiscation' section must be followed. A log will be made on CPOMS. Parents will be informed on the same day and pupils can expect to be suspended. Serious cases, or persistent offences, could result in the immediate exclusion of the pupil(s) concerned.

The DSL must be informed of all incidents so that a determination can be made as to whether a referral to children's social care is necessary or further support is needed for the pupil.

Use of Reasonable Force

Detailed advice is available in the [Use of Reasonable Force - advice for school leaders, staff and governing bodies](#). All school staff should read this guidance.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The Head and members of the Senior Leadership Team may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of pupils, including SEND, mental health or medical conditions.

Child-on-Child Abuse / Bullying

There is no legal definition of bullying or child on child abuse. At Edge Grove we use the following definition:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. [Preventing and Tackling Bullying Advice for Schools 2017]

All bullying, whatever the motivation or method, is unacceptable and will not be tolerated.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern and must be discussed with the Designated Safeguarding Lead (or a DDSL).

Bullying in itself is not a criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence. If a member of the Senior Leadership Team feels that an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Pupils who are bullied in school are more likely to be bullied outside of school, for instance through cyberbullying. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head and/or Senior Deputy Head will also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public the police will always be informed.

Our response to bullying does not start at the point at which a child reports bullying. We tell pupils that bullying will not be tolerated at Edge Grove. This is reinforced through PSHE lessons, Form Time and Assemblies, including what to do if a bystander to bullying. The pastoral network around a pupil will identify if a child becomes withdrawn or anxious and consider whether bullying may be a cause. Pupils are regularly reminded of the 'Circle of Care' which gives suggestions as to adults they can talk to if they have a concern.

Despite everybody's best efforts, children can sometimes be, and are, nasty to each other and all staff should follow the guidelines below if they come across or are made aware of bullying of any form.

- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Take the incident or report seriously.
- Think hard about whether your action needs to be private or public; who are the children involved?
- Reassure the victim(s). Don't make them feel inadequate or foolish.
- Offer concrete help, advice and support to the victim(s).
- Make it plain to the bully that you disapprove.
- Encourage the bully to see the victim's point of view.
- Record the incident on CPOMS
- In consultation with the Head of Phase, apply sanctions. Any sanction must reflect the seriousness of the incident and convey a deterrent effect. Strong sanctions, such as suspension and exclusion, may be necessary in cases of severe and persistent bullying.
- The Head of Phase or a Deputy Head will determine if/when the parents need to be called in to discuss further.

Form Tutors are best placed to pick up on incidents that when considered individually are relatively low-level but when considered as a whole amount to bullying. They must initially seek advice from the Head of Phase as to next steps.

When bullying occurs, in addition to any sanction that is imposed, support will be given to both the victim and the perpetrator. This will aim for resolution seeking both the victim to move forward

without further harassment and to cause the perpetrator to realise the effect of their action or behaviour on others. Both victim and perpetrator will be raised at the Pupil Support Team. It is important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator.

Ongoing support for victims may include:

- Regular check ins with a teacher that knows them well;
- Support from the Pupil Support Team, e.g. coaching sessions with the Head of Wellbeing;
- Referring to Child and Adolescent Mental Health Services (CAMHS) or local authority children's services.

Bullying of staff by pupils is unacceptable and will also be addressed in a similar manner. This may involve a pupil being removed from the lessons of an adult they have been accused of bullying.

Staff Induction, Development and Support

Through having simple, clear and well communicated expectations of behaviour and providing staff with training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

New staff, through their formal induction programme, receive support in understanding the school behaviour policy and how to implement it effectively.

Any member of staff who needs additional support in managing pupil behaviour will be supported by the Senior Leadership Team.