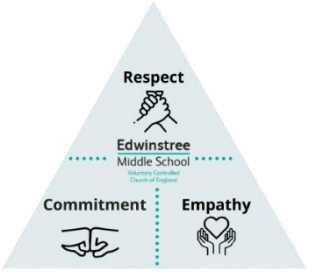
EDWINSTREE MIDDLE SCHOOL
A Voluntary Controlled Church of England School

Behaviour Policy
Updated September 2026

"As a Christian school we recognise the unique and wonderful in everyone.
As a community we support one another to flourish and live life in all its fullness."



Rationale:

This policy should be read alongside the Anti-bullying Policy and Preventing and tackling bullying DfE July 2017. The policy has been adapted in light of the Behaviour in Schools Guidance 2023.
Click here to view guidance document

Underpinning our behaviour policy are our school vision, our values and our virtues, providing an effective framework for ensuring that each young person is treated equitably, therapeutically and through *restorative justice*. Our virtues of Respect, Commitment and Empathy underpin how we approach behaviour at Edwinstree and sit within our school's chosen bible passage, "I am the vine, you are the branches", with these virtues representing the fruit on the vine.

We changed our behaviour policy in September 2024 following consultation with staff and students in the previous academic year.

Our policy will help to:

- Ensure a calm and supportive school setting, where positive learning can take place and both individuals and our Christian community can '***flourish'***.
- Recognise and celebrate the '***unique'*** and '***wonderful'*** in each member of our school community.
- Embed the words Respect, Commitment and Empathy when rewarding and dealing with behaviour **(Appendix A outlines what these virtues look like in the classroom)**
- Use as many opportunities as possible to *'Push the positive'* within our school environment.
- Support pupils to value themselves, others, society and their environment.
- Protect pupils from endangering themselves, others, or property.
- Protect pupils from any form of physical intervention which is unnecessary, unlawful, excessive, or inappropriate.
- Encourage pupils to take control of their own behaviour from a therapeutic approach.
- Assist staff in managing challenging behaviours while maintaining our Christian ethos.
- Support students to understand how God's word can guide us in our life and the behaviour choices we make.
- Minimise the risk of accusations of improper conduct.

Principles Aims:

- To achieve consistency through a whole school approach to the language and teaching methods that we use to promote positive behaviour and manage and reduce negative behaviour, whist recognising that every pupil is '***unique'***.
- Improve delivery of the curriculum and raise standards.
- Recognise the strengths and positives in each of our staff and pupils.
- Promote confidence and reduce stress in staff and pupils.
- Instil trust between staff and pupils.
- Understand how God's word can support us to '***flourish'***.
- A shared understanding of positive handling and the structure which supports it.

What are pupils entitled to at Edwinstree?
We believe that our pupils are entitled to:

- Feel safe and secure.
- To be treated with Respect, Commitment and Empathy.
- Be recognised for their achievements.
- A differentiated approach – that has equity at its core - that caters for physical, emotional, social and spiritual need(s).
- Experience a rich and varied curriculum that supports student to '***flourish***' and live life in all its '***fullness'***.
- Experience a supportive environment in which teachers and students explore the Christian values and God's word, and how they can help us to ***flourish***.
- Have their ***uniqueness*** recognised and nurtured.
- Feel valued and listened to.
- Make mistakes, but learn from them through a reflection, repair and restore process.
- To have a voice and opinion within the school.
- To have a freedom to play and learn to communicate with each other without the use of a mobile phone.

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What do we recognise as acceptable standards of behaviour?

Pupils are encouraged to:

- Be truthful and honest with all members of the school community.
- 'Own' and learn from any mistakes that are made.
- Demonstrate the school virtues of '***Respect'***, '***Commitment'*** and '***Empathy'*** both in and out of lessons.
- Accept responsibility for their actions and learn from their mistakes.
- Be involved in choices and decision making regarding their behaviour.
- Recognise the fundamental right of others to learn.
- Live compassionately and to understand how God's word can guide us to do this.
- Have reverence for the environment and the wider community, supporting local and global advocacy.
- Reflect, repair and restore following negative behaviour.

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In supporting this policy all staff are expected to:

- Demonstrate a duty of care.
- Model the virtues of Respect, Commitment and Empathy.
- Recognise, seek to understand, and support each pupil as ***'unique'*** individuals.
- Establish positive relationships and seek to maximise the opportunities for praise.
- Model positive behaviour and positive interactions.
- Celebrate successes and find opportunities to 'push the positive' with pupils, both in and out of lessons.
- Plan the learning for each individual in the classroom.
- Maintain an environment which is conducive to learning.
- Support colleagues by being a critical friend and offer support where plausible.
- Have a therapeutic approach to meeting the needs of pupils that puts equity of opportunity at the centre of all our work.
- Actively seek support for their own training needs and understanding of pupil need.
- Support and monitor that students are placing their mobile phones in the agreed trays at the start of the day.

In supporting this policy Parents are expected to:

- Support the school approaches to help pupils make positive choices.
- Support the school's adoption of the new virtues: Respect, Commitment and Empathy.
- Communicate with the school in a fair and appropriate way. Communication includes on the phone, via email or in face-to-face interactions.
- Recognise that staff are entitled to 'switch off' from work and be mindful of when emails are sent.
- Receive and read any information relating to the progress of their child, including any intervention and support programmes.
- Receive and read information regarding their son or daughter's achievements and behaviour.
- Communicate with the school regarding any issues that may impact on their child's emotional wellbeing.
- Support the school's and the national policy to ensure that mobile phones are not used within the school day.

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- Understand and value the importance of equity of opportunity.
- Use the complaints procedure to register concerns.
- Show respect towards all members of the school community.

Staff training

At the start of the year, we review the bible stories that have helped to shape the course of the school over the last six years and explore which stories will have meaning for the year aHead of School.

Staff will receive training (on an annual basis at least) on any new behaviour approaches the school may adopt and ensure that staff are aware of this policy and what is expected of them within the school community.

It is expected that staff will actively seek to demonstrate language and attitude in line with school vision, values and virtues, underpinned by the biblical passage, "I am the vine, you are the branches."

In January 2020, the school was trained on the "**Herts Steps"** programme. Steps training is based on Therapeutic philosophy and method that involves the use of de-escalation, good communication and planning. It recognises that all humans can get things wrong and therefore make mistakes but that we can learn from this.

What is a therapeutic approach to behaviour and what language do we use at Edwinstree to describe behaviour?

Edwinstree School defines therapeutic as an approach to behaviour that prioritises pro-social (positive) experiences and feelings of everyone within the school community. Staff are expected to work hard to maximise the opportunities to recognise and celebrate this behaviour – 'push the positive' - and to take every opportunity to minimise and de-escalate antisocial behaviour.

Behaviour is defined as:

- The way in which we act or conduct oneself especially towards others.
- The way in which we act or conduct ourselves in response to a situation or stimulus.
- Anything a person says or does.

Pro-social behaviour is:

- Relating to or denoting behaviour, which is positive, helpful and intended to promote social acceptance.
- Characterised by a concern for the rights, feelings and welfare of other people – the value of compassion.
- Behaviour which benefits other people and or society.

Antisocial behaviour is:

- Behaviour which causes harm to an individual, the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress.
- Behaviour that violates the rights of another person.

Antisocial behaviour can be difficult or dangerous behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal such as racist abuse.

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Unsocial behaviour is:

- Not making the effort to behave sociably in the company of others, **but not to the detriment of others.**
- Not doing as instructed, but **not to the detriment of others.**

How will Edwinstree promote and support the development of Pro social (positive behaviour with the school)?

We recognise that to support our vision for children to **'flourish'** under God's word we need to promote pro-social behaviour whilst managing antisocial behaviour. To flourish students will be given the following opportunities to learn what pro social behaviour is and how it supports students to succeed. In teaching our students the following methods will be used by the school:

Coming together as a school daily in Collective Worship to reflect and explore:

- The key Christian values and God's word and how they can help us to form positive relationships.
- Key role models from the bible, current or historical culture, and how they encapsulate our vision and values.
- Where students have been demonstrating our school vision and values to support others and themselves to '***flourish'***.
- What the key ingredients of pro-social behaviour are and why they are important?
- A culture that encourages students to carry out their own COWOs celebrating what gives them self-worth – what we call our '***wonderful'***?
- How staff can model reflection, spirituality, and Koinonia (community).

Collective Worship should never be used as a method to chastise and/or universally, publicly criticise.

Prioritising getting to know pupils as learners and individuals:

- Swift and effective formative assessment is used to identify how well a pupil is learning and where there are gaps.
- Planning identifies opportunities to close the gaps for each individual pupil before moving any learning onwards.
- Tutors have the opportunity to develop positive and supportive relationships with their tutees.

Staff capitalise on the opportunities to identify and praise pro-social behaviour:

- Finding opportunities to push the positives formally or informally, in public or in private, to groups or individuals.
- Recognising praise needs to be equitable and therefore individual and '***unique***'.
- Using the Merit system to inform Parents of praise that has been given within the school day through automatic communication using BehaviourWatch.
- Taking the opportunities as teachers to spot a pupil's '***wonderful'*** and to discuss this with them.

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Planning for peer leadership within the school:

Our students gain from being given planned opportunities to support and lead other students in activities and support throughout the school.

- Year 8 students able to apply for leadership roles in their final year at Edwinstree.
- Dynamic Diversity Group to promote equality and equality in the school.
- Opportunities to be part of local and global advocacy projects.
- Taking lead roles in Edwinstree Fullness days.

Using '*Fullness*' days to promote prosocial behaviour in the wider community:

- Offering pupils the opportunity to suggest charities or causes the school community could raise funds for on a termly basis.
- Supporting students to plan and execute these activities, taking time to celebrate the differences they made and the lessons they have learned.
- Making sure these days include elements of planned fun.

Using Positive Passports (appendix B) to identify and capture pro-social behaviour:

- a teacher, parent or pupil can request to go on a report to record the positive actions taking place in the school day. This can help to support a pupil to recognise when they are getting things right and to celebrate this with home and school.
- We have found the use of Positive Passports have a greater impact than recording antisocial behaviours on a report.

How will Edwinstree manage antisocial and unsocial behaviour within the school?

Any member of staff faced with anti and unsocial behaviour is asked to de-escalate any antisocial behaviour before then helping the child to understand why their behaviour was harmful and, when appropriate, to repair the harm done to relationships and people. This strategy sits above any need for assigning blame and dispensing punishment. This approach is restorative and compassionate and places the Christian value of **Forgiveness and Justice** at its core. We are clear as adults we still make mistakes so children are entitled to, but we must learn from our mistakes so that they are not repeated again.

When antisocial behaviour is occurring, the first expectation of a member of staff is to actively look to de-escalate the situation and, at Edwinstree, staff are trained to use the following techniques:

1. Positive phrasing – providing clarity of instruction. Examples below:

- *"Please come and stand next to me."*
- *"Please put your pen down."*
- *"Please walk in the corridor."*
- *"Please switch the computer screen off so you can concentrate on the next task."*
- *"Please stay seated in your chair."*

2. Limited choice – providing a pupil with a limited set of choices. This can mask and instruction and encourage the child to make a positive choice.

- *"Where shall we walk? To my classroom or towards Resolve?"*
- *"Put the pen on the table or in the box."*
- *"Are you going to sit on your own or with the group?"*
- *"Are you starting your work with the words or the picture?"*

3. Disempowering the behaviour – This avoids engagement and or a reaction to a pupil's behaviour which can empower them to continue.

- *"It's ok. You can listen from there."*
- *"Come back into the room when ready; I am just going to let the school office know where you are."*
- *"If you are walking away, I am going to make sure you are safe by following at a distance."*
- *"Let me know when you are calm enough to talk."*
- *"We will carry on when you are ready."*

4. De-escalation script – provide a calm, supportive and permissive script to help bring a pupil's emotions back to listening.

- *Child's name. "I can see something has happened. I am here to help. Talk and I will listen. Come with me and…"*

Within each technique teachers are trained to recognise that all strategies need to be deployed with a calm voice at a tone, volume, pitch and cadence that would be appropriate to any colleague as well as pupil. We recognise as a school that where a teacher is attempting to de-escalate a behaviour that a pupil may be familiar with, initially the child may escalate as the teacher attempts to de-escalate. The STEPs training advises us to calmly ride this bump!

As teachers, we may often do this by calmly repeating our instructions and praising any change in the behaviours that indicate the child is moving to get things right.

Once the situation has deescalated both parties need time to reflect. This requires a calming down period of time. Examples of how this can occur are listed below:

- An instruction that the teacher will allow some time to reflect and then speak to the pupil at an agreed point in the lesson.
- An agreed meeting time to reflect with the teacher, tutor, HOY/SLT where appropriate.
- Use of Resolve at break/lunch times where behaviours – particularly during unstructured times - have been inappropriate.
- Time out of a lesson where the level of disruption has reached a peak that has meant the learning could not continue.

Where reflection requires an unplanned removal from other students:

During lesson time a message should be sent to the office where the appropriate support will be sent to collect the student to take them from a lesson. Where the removal is during a break or lunchtime, a member of duty staff, Teacher and/or SLT should escort the child to the Resolve room. Where this is not possible, a child may be sent to check that they got there.

Restorative Conversation

The purpose of reflect, repair and restore is to revisit the experiences with the individuals once calm and reflective. The focus is centred around the reasons for the card/removal and, from these behaviours, how it can be repaired. It considers the experiences feelings and needs of each individual and ensures that conflict is less likely to happen in the future. When a **Restorative Conversation** is taking place, it needs an experienced facilitator to support the conversation and to agree the outcomes. The majority of these conversations will involve the adult who issued the card, but it may also involve the tutor, Head of School of Year, Head of School of Subject, the Resolve member of staff and/or a member of SLT. These restorative conversations should answer the following questions:

- What happened?
- What the people involved thinking and feeling at the time?
- Who was affected and how?
- How can we put right the harm?
- What have we learnt so as to make a different choice next time?

Antisocial behaviour will be recorded using Arbor in order to give parents and students information about the incident and to help the school analyse and track for patterns and support. The table below gives an outline of the sort of consequence that would be put in place.

What are the consequences for antisocial behaviour?

	KS2 Consequence	KS3 consequence
1st warning		
Yellow card*	Friday Justice 12.55pm to 1.10pm	Friday Justice 12.55pm to 1.10pm
Double yellow*	Friday Justice 12.55pm to 1.10pm Resolve with the teacher (usually completed at break / lunch).	Friday Justice 12.55pm to 1.10pm *A lunchtime consequence on the same day (next day if P5 or Friday) where the Resolve will take place*
Red Card	Friday Justice 12.55pm to 1.10pm Resolve with the teacher (usually completed at break / lunch).	Friday Justice 12.55pm to 1.10pm *An after-school consequence until 4.00pm on Fridays*

1st warning: there is no record made of the event, but a clear and specific instruction or limited choice to bring the pupil back to behaviours that allow the lesson to continue.

1st Yellow: behaviour which is recorded on Satchel One, visible to both the pupil and parent. A brief repair and restore conversation with the member of staff who issued it (usually in the lesson itself).

2nd Yellow: behaviour which is recorded on Satchel One, visible to both the pupil and parent. A repair and restore conversation with the member of staff who issued it. If in KS3, this card will also trigger an automatic lunchtime detention.

A Red card: behaviour which disrupts learning and/or is dangerous. This is likely to result in a removal from class and/or the playground to de-escalate the situation. The pupil will be supervised if they are removed. Parents will be contacted if a Red card is issued. If a Red card is issued, a Resolve needs to take place between the pupil and member of staff before they come back into the next lesson.

This is recorded on Satchel One, visible to both the pupil and parent. If in KS3, this card will also trigger an automatic after school detention on a Friday.

If we see patterns of repeated behaviour, then we will look to intervene in different ways; whether that be at a tutor, HOY or SLT level.

Additional differentiated approaches that may be used in conjunction with repair and restore meetings may include social stories, comic strip conversations, role play with dolls and soft toys or puppets, circle time activities, signing and or signalling, use of signs pictures and symbols to communicate emotion. This is to recognise that everyone is '***unique***' and can't necessarily process behaviours in the same way.

As part of the restorative conversation, further consequences will be considered. They should be derived through logic and should be something that naturally or logically follows on from the action.

Educational consequences should allow for students to learn, rehearse or be taught so that the freedom can be returned. These include:

- Completing tasks.
- Assisting with repairs.
- Educational opportunities including research.
- Conversation and exploration.
- Formal report (**appendix C**)

Protective consequences require the removal of a freedom to manage the risk of harm to the student and or others. These include:

- Increased staff ratio.
- Limited access to outside space unsupervised.
- Escorted during social situations.
- No availability of the minibus, or school transport.
- Differentiated teaching space.
- Suspension.

What are examples of behaviours that are very serious and warrant a Red Card, a fixed term suspension or Permanent Exclusion?

Below is a list of reasons where these sanctions may be required (this is not an exhaustive list).

- Persistent disruption in a lesson or in the school grounds.
- Racial abuse.
- Homophobic/Transphobic abuse
- Offensive or abusive language and gestures.
- Truancy.
- Vandalism.
- Dangerous behaviour which is likely to cause harm to either people or property.
- Verbal or physical bullying.
- Violence towards another member of the school community.
- Substance abuse and possession of prohibited substances, materials or items.
- Direct blatant and premeditated antisocial behaviour designed to disrupt learning.

When might the Head of School and or Executive Head teacher consider an Permanent Exclusion?

We hope to support all children to learn how to work and learn in our school community. However, there may be times when, after all other attempts, a period of either internal or external exclusion is necessary. This decision will be taken only by the Head of School and or Executive Head Teacher.

All decisions will be made following the HCC guidelines

School suspensions and permanent exclusions - GOV.UK July 2026.

A permanent exclusion may be considered for a serious breach or persistent breaches of the school's behavior expectations.

Permanent exclusion is an exceptional sanction and will be used only as a last resort, in response to serious breaches of the school's behaviour policy or where allowing a pupil to remain in school would seriously harm the education, welfare or safety of others

Decisions regarding suspension and permanent exclusion will be made on the balance of probabilities, taking account of all available evidence. The Head of School and Executive head teacher will consider at length whether the decision is lawful, rational, reasonable, fair and proportionate

The school may apply sanctions, including suspension or permanent exclusion, for behaviour occurring outside school where there is a clear connection to the school or where the behaviour could adversely affect the welfare, safety, reputation or orderly running of the school."

The examples listed below are not exhaustive and the Headteacher reserves the right to consider permanent exclusion for other behaviours of a similarly serious nature:

- Serious violence.
- Assault on staff.
- Serious assault on pupils.
- Sexual violence or sexual assault.
- Carrying or using weapons.
- Supply of illegal drugs.
- Serious drug-related incidents.
- Arson.
- Serious bullying, including cyberbullying.
- Hate-related incidents.
- Serious threats.
- Persistent disruptive behaviour after support and interventions have failed

Before making a decision to suspend or permanently exclude, the school will consider whether a pupil's behaviour may have been influenced by an unmet special educational need, disability, safeguarding concern or other vulnerability, and will have regard to its duties under the Equality Act 2010 and Children and Families Act 2014."

The Headteacher may permanently exclude a pupil where, on the balance of probabilities, serious misconduct has occurred and/or where, allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others in the school. The school will ordinarily seek to

use a range of preventative and supportive strategies before considering permanent exclusion, unless the seriousness of the incident makes immediate permanent exclusion appropriate.

What happens if a child's behaviour remains repeatedly antisocial and difficult or reaches levels of antisocial and dangerous? Developing preventative strategies.

Where a child's behaviour reaches dangerous levels either as a one-off event or over a repeated serious of events, a Safety Support Plan (SSP ***Appendix 6***) may be required to provide individualised one to one analysis of what is happening. Edwinstree SSPs follow the advice given by STEP's training and use STEP methodology. These plans require the school to take the opportunity to work with the teachers, pupil and parents to methodically analyse and detail what is happening in order to understand, explain and interpret the behaviours. The ultimate purpose is once the school has a clearer understanding, a SSP is put in place to protect or support against these behaviours occurring again. Any child returning from a fixed term suspension may have a plan put in place.

The plans should involve the tutor, teachers, Head of School of Year, Wellbeing Hub, Pupil Power Unit, SLT and SENCO team where appropriate, as well as any relevant external services. They should be distributed widely to all those involve in working with child and updated and reviewed as a minimum each half term, but the likelihood it will be more regularly at the beginning of a SSP being set up.

In analysing the child's behaviour, all parties are required to ask the question, Is the behaviour **subconscious?**

- Is the child unable to process or manage their feelings?
- Are they overwhelmed and/or unable to cope on their own?

Or is it **conscious?**

- Do they believe they can justify their behaviour?
- Do they put their belief over any assertion the teacher or member of staff puts in place.
- Do they act from a position of "*you can't stop me*"?

In analysing **sub–conscious** behaviours (behaviours that choose us) the school must ask the questions:

- Is there a medical or habitual cause?
- Is there an emotional overwhelming cause?
- If so, what is causing the anxiety, fear, confusion, anger and embarrassment etc.?
- How can we protect the child from the overwhelming experience or feelings?

In analysing **conscious** behaviour (behaviours that we chose) the school must ask the following questions:

- How does the behaviour serve the pupil?
- What is the motivation to behave antisocially?
- Is there any motivation to behave pro socially? Where does this happen and why?
- How can I impact on a child's beliefs and or values?
- What does the child need to learn?
- How am I going to teach them?

In answering these questions, it is important to remain non-judgmental and to be as accurate as possible and provide a context. Antisocial behaviours do not necessarily all stem from subconscious

and conscious behaviour and may be formed from parts of both. It is important to distinguish which behaviours are from which area.

Once the source of the behaviour has been identified the school and teaching staff may use the following methods to support a deeper analysis of what is occurring (please see ***appendix 2 flow chart***):

- Anxiety mapping - predominantly supports an analysis of sub conscious behaviour dependency and anxiety. ***Appendix 3***
- Roots and Fruits – predominantly supports an analysis of conscious behaviour and analysis behaviours, feelings and experiences. ***Appendix 4***

Vulnerable Pupils including disadvantaged pupils and those with emerging safeguarding or pastoral needs

We recognise that some pupils are more likely to be the target of other pupil's poor behaviour or of bullying because of the misunderstandings and attitudes that some young people have towards those who are different from themselves.

Additionally, vulnerable children including those with SEN or disabilities can often lack the social or communication skills to report such incidents so all staff are alert to the potential bullying this group faces.

We consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure those pupils with additional needs can achieve and learn as well as possible. If a pupil has SEND, we will not assume that these needs or disability must have affected their behaviour on a particular occasion – we will judge this on the facts of the situation. We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate to impose consequences linked to the antisocial behaviour. As part of this consideration we will aim to ascertain 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 also consider whether any reasonable adjustments need to be made to the consequence in response to any need or disability the pupil may have.

Behaviour Expectations and Pupils with Special Educational Needs and/or Disability

We recognise that within a climate of inclusion there will be pupils who need a personalised approach to their specific behavioural needs – an approach that is different for specific, identified reasons. Pupils with behaviour difficulties are likely to have personalised support. When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided. As part of this process, the school will consider likely triggers of antisocial behaviour and put in place support to prevent these.

Such 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 pupil with sensory issues or who has severe eczema;
• training for staff in understanding conditions such as autism.

Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

Searching and the confiscation of inappropriate items

Where a child brings an inappropriate item into school this will be confiscated and kept in a safe place in the school. The parent will be informed and asked to collect the item. If a child refuses to give the item to the member of staff the Head of School will be informed and we have the right to seize it if deemed necessary. Reasonable force may be used if needed to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom and the school.

Children are not permitted to bring the following items into school:

- Personal electronic devices.
- Mobile phones or smart watches. If mobile phones are brought into school, pupils must place them in a tray at the start of the day. A bell will ring at 8.30 to notify students it is 10 minutes till the start of school and phones should not be out on display. When students reach their tutor group they are placed in the trays provided.
- Cameras.
- Recording equipment (video or audio).
- Sweets or chewing gum.
- Fizzy Drinks.
- Knives, sharp items and other weapons.
- Medicines, tobacco, alcohol or illegal drugs.
- Stolen items.
- Fireworks.
- Pornographic images.
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury to others or damage to property.
- Any other items or substances deemed to be dangerous by a member of staff.

This list is not exhaustive and we expect pupils, parents/carers and staff to exercise common sense as to what items should be brought onto a school site.

Conducting a search of a pupil:
School staff have the power to search a pupil for any item on the list detailed above, 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. The pupil will be given the opportunity to ask questions prior to their agreement being given.

Only the Head of School of School, or a member of staff authorised by the Head of School of School, can carry out a search. The member of staff conducting the search must be of the same sex as the pupil being searched and the search must be conducted in the presence of a witness, unless possession of a prohibited item poses a threat to any persons including those in possession of it. When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept. The Head of School of School may not require any other member of staff to undertake a search if they refuse. The designated safeguarding lead (or deputy) will be notified of any searching incidents.

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 being worn as underwear, as well as hats, shoes, boots or scarves. A strip search (a search involving the removal of more than outer clothing) must not be conducted – if a strip search is deemed necessary this is to be conducted only by a police officer.

A member of staff is permitted to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. 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.

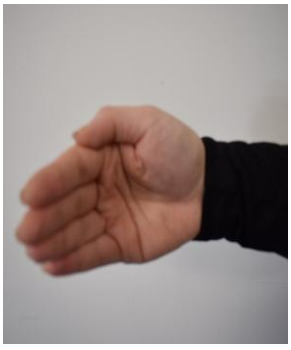
When exercising their powers, the school will consider the age and needs of pupils being searched or screened. The school will consider the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and make reasonable adjustments as appropriate

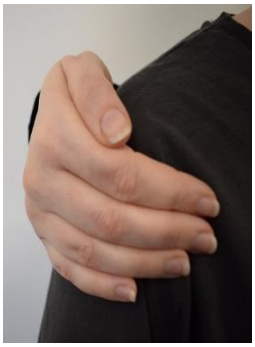
Physical Intervention Supporting Guiding and Escorting

We acknowledge that there are exceptionally rare occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example: to comfort a child in distress (so long as this is appropriate to their age and understanding), to direct a person or for activity reasons (for example in drama, physical games), for the safety of others or when accessing the community. This applies to all pupils in our school and does not require a support and intervention plan or need recording on a behaviour form. Alongside this statement staff must make sure they have read the Safe touch Policy, Lone Working Policy and Safeguarding policy.

We want to ensure pupils are well prepared for life beyond us. With this is mind, alongside the knowledge of susceptibility of injury, hypermobility and risk to both parties, all staff are advised to think carefully before touch and must offer pupils an arm rather than hand holding, where they feel it is necessary. Below are the techniques staff must use if they are moving to touch.







Supportive hug, protective arm

Restrictive Physical Interventions

Restrictive physical intervention involves the use of overpowering force to control a person's behaviour. Only the Executive Head and/ or Mandy Harris have the current STEPS training to be able to carry out this safely and to effect. It must only be used as a last resort and only by the two trained members of staff. It would be an exceptionally rare circumstance to require this and may only be used in the following circumstances:

- when a pupil is at risk of harm.
- or others may get hurt or have been hurt.

It is used:

- When other actions have not improved the situation or there is deterioration.
- Where any other course of action has failed. Or where immediate action is necessary.
- Trained Staff make a balanced judgement about use from their experience and expertise, taking account risks to themselves, others and property.

It is never used:

- To punish.
- To cause or threaten harm.
- To oppress, intimidate or bully.

The techniques used in physical interventions and restrictive physical interventions are as a result of ongoing risk assessment in an effort to safeguard everyone in an incident where physical intervention/restrictive physical intervention is necessary. Whilst some physical injury or pain potential can be reduced there always remains some risk. All restrictive physical intervention should involve the minimum physical force necessary. The restrictive physical intervention should be as short as possible. The force used must be seen as reasonable; in proportion to the consequences it is intended to prevent.

It is important that detailed recording is provided, both to inform future planning and protect staff and pupils. Please note in the six years the Head of School has worked at Edwinstree this intervention has not been necessary and so is an extremely rare event.

Please ensure that you have read the following policies that align to the Behaviour Policy these are:

- The Touch Policy
- The Antibullying Policy