



## Potley Hill Primary School

### Behaviour and Relationships Policy

*\*This policy should be read in conjunction with the Anti-bullying, Inclusion and Equality policies*

**July 2025**

We value each individual child and work with parents, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

The most important aspect in children feeling valued, safe and secure is the relationship they build with staff members. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and understand that all behaviour is a communication of an unmet need, and explore how best to support the child at this time. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables pupils, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendices and approaches can be discussed with a member of the Senior Leadership Team.

#### **Expectations**

It is important to have high expectations for our children while recognising some children have specific needs. The following values and rules cover all times of the school day and where children are representing the school out of hours or off-site:

<b>Our School Values are:</b>	<b>Our School Rules are:</b>
<p style="text-align: center;"> <b>Respect</b>  <b>Resilience</b>  <b>Kindness</b>  <b>Creativity</b>  <b>Teamwork</b>  <b>Responsibility</b> </p>	<p style="text-align: center;"> <b>Move calmly</b>  <b>Listen carefully</b>  <b>Speak politely</b>  <b>Stay safe</b>  <b>Be honest</b>  <b>Act kindly</b> </p>

These expectations are reinforced through assemblies and interaction with children, there will also be a display in each class showing them all. It is everyone's responsibility to challenge children where these values and rules are not met but equally to comment positively when they are, with the ability to reward with a Potley Point where applicable.

## What do we do to teach and promote positive managements of behaviour?

### **In the classroom and through assemblies**

Staff should ensure good routines for their classroom and for when their children are moving around the school as a class. Good routines should also be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Cloakroom useage
- Daily check-ins using zones of regulation
  
- **School Curriculum** – children have regular lessons which include discussions about strategies to deal with different situations and ways to help regulate emotions. This is taught through the PSHE scheme of work, (my Happy Mind), and supported through the RE curriculum together with information derived from THRIVE assessments.
- **Whole School days/weeks:** Specific focus weeks are used to bring certain aspects a higher profile, these might include; Kindness Week (Anti-Bullying), Black History and Diversity Week
- **Whole School and Class Assemblies:** There is a plan for the year with themes for each week which will include specific issues relevant to our school and community including: the Potley Hill rules, values and vision, British Values together with other themes, e.g. racism, disability, awareness, religious festivals, national themes including Safer Internet Day, Kindness Week, etc.

### **Reward System**

- **Potley Points** – All pupils throughout the school can be given a ‘Potley Point’ by any member of staff for demonstrating a School Value or following a School Rule. Starting at 50 points they will receive a certificate (Appendix A) which is awarded to them in celebration assembly;  
**50 Potley Points – Bronze Certificate**  
**100 Potley Points – Silver Certificate**  
**200 Potley Points – Gold Certificate**  
**300 Potley Points – Platinum Certificate (this is also accompanied by a day on which the pupil can come to school wearing mufti)**
- In addition to this, every child is a member of a ‘team’. During the week, when children are awarded Potley Points these contribute to the overall ‘Team’ score and Team Captains add the earned points to the whole school total and the winning team is announced in Celebration Assemblies each Friday.
- **Class Rewards** - Across the school, each class is given the opportunity to earn a ‘Class Reward’ and this is through their class specific ‘Treat Track.’ The ‘Treat Track’ is specific to each class and the teacher can present it in whatever visual way works for their class, but it must be visible to the whole class and contain 30 individual steps to a class reward. This reward is negotiated with the class, e.g. Class quizzes, extra drama, circle time, art, games, sports, stories etc. and the Class Reward can be earned approximately once every half-term.
- **Star of the Day** - Each day, class teachers choose one pupil to receive a ‘Star of the Day’ sticker in front of the rest of the class reason for following the School Values and Rules and the teacher explains why that child has been chosen.
- **Star of the Week** - Each week, class teachers choose one pupil from their class to receive a ‘Well Done’ in front of the rest of the school in the Friday Celebration assembly. The reason for being chosen is linked to one or more of the School Values and Rules, and the teacher explains why that child has been chosen and the child is presented with a ‘Star of the Week’ sticker. The name of the pupil is included in the weekly bulletin to parents, and children are invited as a group to the Acting Headteacher’s Office to share learning which they are proud of and for a celebration.
- **Lead Learner** - One overall ‘lead learner’ per class is chosen each week and celebrated within each class; this is linked to the quality of learning throughout the week. The name of the pupil is included in the weekly bulletin to parents and the piece of work for which they earned the ‘lead learner’ award is displayed in the hall. This display is then updated on a weekly basis.

- **Termly Headteacher Awards** - Children who consistently show exemplary practice in specific aspects of school life may be awarded a Termly Headteacher Award, (similar to the Star of the Week but for the whole term).
- **Termly Individual Trophies** for which pupils can get nominated for various areas of school life are as follows;
  - Barret Trophy for Progress*
  - Kauffman Cup for Citizenship*
  - Bailey Cup for Reasoning*
  - Fletcher Cup for boys writing*
  - Fletcher Cup for girls Maths*
  - Rodellington Cup for 100%ers*
  - Clarke Cup for the environment*
  - Wilson Cup for kindness*
- **Termly STEP badge** – this stands for ‘sorry, thank you, excuse me and please’. These will be awarded at the end of each term for one pupil in each year group.

### **What do we do if a child is showing inappropriate behaviour?**

Any behaviour falling below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. The school operates a warning system for managing behaviour in the classroom, in a calm, non-confrontational way.

Consequences are applied in a stepped way:

- Verbal warning – child is spoken to and it is clearly explained to them the behaviour that is unacceptable and what changes need to be made
- Name is recorded by the teacher – if the behaviour continues then the child’s name is noted by the teacher and they lose 2 minutes of their next breaktime to discuss their behaviours with the teacher
- If the behaviour continues then the child is told that they spend their next breaktime, (or 15 minutes at lunchtime) to discuss their behaviours with the teacher or a restorative task or finish uncompleted work

Whatever the consequence that has been applied, it is important that the staff member who has put this in place has a restorative conversation with the child regarding their behaviours in line with this example, e.g. what happened? How are you feeling? How can we make it right? What can we do next time?

Where a child is regularly escalating and receiving a consequence, (as highlighted above), the teacher should add a behaviour incident to CPOMs, which will be viewed by SLT.

In addition to this, if any pupil behaviours escalate to the child being removed from class by a member of SLT, this should be logged on CPOMs as a ‘Behaviour Incident.’

### **Break and Lunchtime Behaviour**

At lunchtimes children have access to a range of support to help them have a happy and successful break. Every lunchtime children have access to:

- Indoor quiet zone with a friend (with the agreement of teacher)
- Play Leaders and Happiness Heroes in the playground
- Lunchtime staff
- A rota of a variety of activities on the playground, including Adventure Playground, football, drawing/sketching, play equipment, etc.
- SLT member on duty
- Energise or Oasis Courtyards (in use for specific children)

If there are ongoing concerns about the behaviour of a child at dinner time the lunchtime supervisors seek support from the class teacher in the first instance.

Lunchtime supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children; use of wondering questions; listening to the children. For instance, if a child is having difficulties regulating themselves during football, then the child may be asked to leave the pitch for a short period or stand with

a member of staff to help resolve the situation. This should be for a period long enough for the child to be helped to regulate. Any immediate and significant concerns about a child must be brought to the attention of a teacher or the SLT member on duty.

***Lunchtime staff are able to award Potley Points to pupils for living School Values or following the School Rules.***

**End of play/dinner**

- Single whistle is blown – children stand still and are quiet
- After a short period, a second whistle is blown and children walk calmly inside
- Staff to ensure children move calmly when entering the doors/cloakrooms

**Major ongoing or serious issues**

In all cases where the behaviour is a significant cause for concern, all incidents will be recorded on CPOMs and parents being informed. This allows appropriate support and/or reparation to be planned for. Any victim or perpetrator is recorded in our tracking system in order for us to identify children having difficulties or becoming regular victims.

A CPOMs record should be completed by the person initially dealing with the incident, usually the class teacher, including major incidents that occur during breaktimes.

Staff (teachers and LSAs) should aim to deal with the incident and the reparations and **only** escalate this to the senior leadership team if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Where there is an incident where a child is exhibiting behaviour which becomes unmanageable or unsafe, immediate support should be sought from another member of staff. (Further guidance about this can be found in our Extreme Behaviour Protocol in Appendix B). The incident should then be recorded on CPOMs.

**General Responses to incidents**

Children have to have the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in school and the types of response that are appropriate.

<b>Incident</b>	<b>Type of response</b>
Incident against another person	Show the person that has been affected by the child’s action that they are sorry. This can be in the form of verbal, written, picture, or an action. <b>We do not force children to say sorry.</b>
Incident relating to theft, damage to property etc.	Where possible – a <b>natural consequence</b> should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
The particular activity has been causing issues e.g. <i>football at break time</i>	Work with staff needed in order to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity.
Child being disruptive in lessons	Child remains in for some or all of the break to catch up with the work that hasn’t been completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session.

We believe it is the certainty and consistency of the consequence that matters, not the severity. We never use put-downs or sarcasm when applying a consequence.

### **Concerns with a child's behaviour**

As a general principle where a class teacher has ongoing concerns about a child's behaviour they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded on CPOMs. Where the teacher feels additional support or action is required to support a child, they should complete a 'Cause for Concern' for the SENCo and this will be discussed with the Senior Leadership Team.

If particular behaviours of a child are causing concern then a member of the Senior Leadership Team will speak to their parents in conjunction with the class teacher. The child's behaviour will then be tracked over a set period of time and at the end of this period the parents are to attend a meeting with the class teacher and member of the Senior Leadership Team. If necessary, a written plan with clear targets for improvement will be written and monitored on a weekly basis.

In some cases, it might be in the best interests of the child to put in place some additional scaffolding to help provide some tailored guidelines to ensure they are supported to conform to expectations within school. The details of this would be recorded in a Consistent Approach Plan (Appendix C) and this can be set-up in conjunction with the SENCO and would form part of support plan which would be shared with parents and regularly reviewed.

### **Monitoring**

To ensure the involvement of all members of the school community in this policy:

- Any ongoing behaviour issues will be logged on CPOMs and discussed at Senior Leadership Team meetings.
- Regular meetings will be held with Lunchtime Supervisors
- The school will conduct an annual pupil questionnaire. The results will be analysed and used to inform future amendments to policy and/or practice.
- Any alleged bullying incidents will be monitored and discussed by the Senior Leadership Team alongside behaviour.
- The Acting Headteacher will regularly report to the Governors about behaviour.
- A copy of this policy will be kept in the staff handbook and on the shared drive. Parents will have access to this policy via the school website.

**Presented to staff and governors: July 2025 and to be implemented from September 2025**

**To be reviewed: July 2026**

**Appendix A: Potley Points Certificates**

**Appendix B: Extreme Behaviour Protocol**

**Appendix C: Consistent Approach Plan**

**Appendix D: Roles and Responsibilities within the Pastoral Support Package**

**Appendix E: Minor and Major incidents list**

**Appendix F: Use of Suspensions**

**Appendix G: Use of reasonable force and screening pupils**

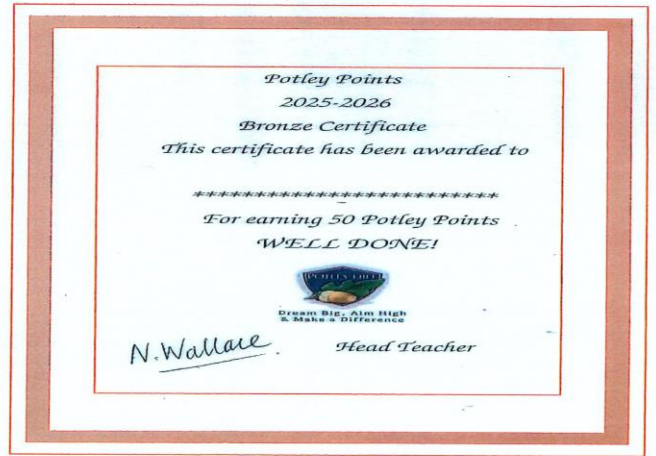
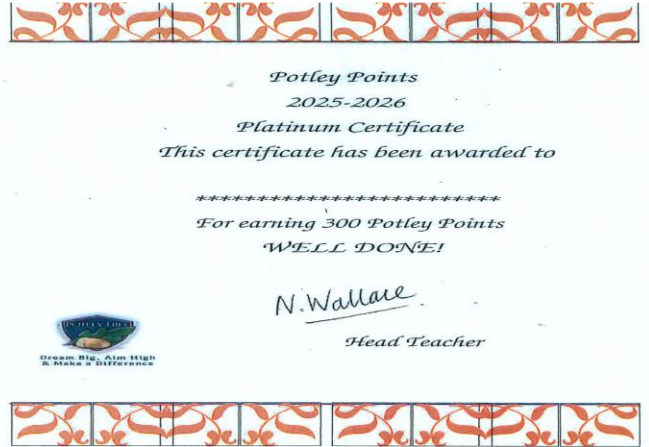
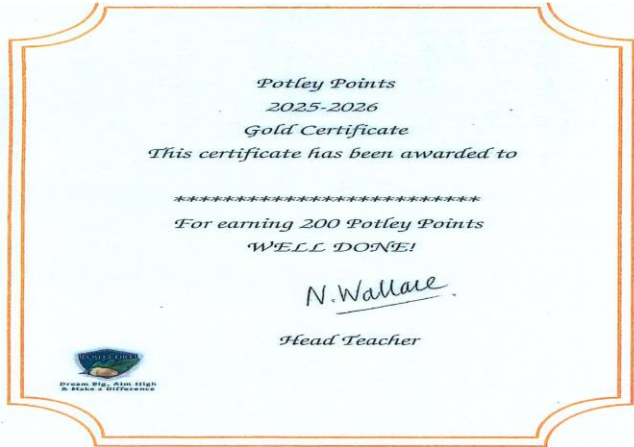
**Appendix H: Governors' statement**

**Appendix I: The power to discipline beyond the school gate**

**Appendix J: Pupil allegations against staff**

**Appendix K: Specific circumstances - School trips/visits/swimming/PE**

**Appendix A: Potley Points Certificates**



## Appendix B: Extreme Behaviour Protocol

### Extreme Behaviour Protocol - High Level of risk to self, others and /or environment

**All behaviour is communication - What are they trying to communicate?**

Rules, Values and CAPs to be implemented at all times.

Use PACE and VRFs approaches

Playful, Accepting, Curious and Empathy

Validate feelings, Attune, Contain, Regulate

HALT - is the child Hungry, Angry Lonely or Tired?

Take a selfie - What is the adult's behaviour, body language and tone of voice?

**Continue to use de-escalation techniques**

When a child dysregulates and is at risk to self, others and/ or environment, contain unsafe behaviours – encourage child to move to a safe space (send 'Help' card to the office for support from Team Teach trained member of staff)

If significant risk is still present, consider the need to move child to a safe space

**Scripts**

I'm here now, go get a cup of tea (change of face)

I'm here if you need me (support can take over or support depending on adult's needs)

Child supported to co regulate or regulate themselves in a safe space. There is no time limit on this, this is likely to take some time. As the child initiates attune, validate and regulate.

Adult who initially dealt with the extreme behaviour to have a debrief with their allocated buddy while completing CPOMs, (the Red Bound Book or an Accident Form might also be needed)

Restorative conversation between initial adult and child to make a plan to support the child have different strategies to use before they dysregulate.

Class teacher addresses the behaviour incident with the rest of the wider class **without** the child concerned.

Adult who initially dealt with the behaviour together with an SLT member to inform parents of behaviours and subsequent actions.

(Review of Consistent Approach Plan may be needed in light of incident).

# Appendix C: Consistent Approach Plan



## Consistent Approach Plan

<b>Name:</b>	<b>D.O.B.</b>	<b>Class:</b>	<b>Photo</b>
<b>Pupil Overview (Pen Portrait):</b> Areas where will require additional support: Agreed daily strategies: (with specific wording to be used if required)			
<b>Behaviours Seen</b>  He will be sitting down. Joining in with input. Showing the adults his work. Colouring. He will be on a computer. Playing alongside a peer.		<b>Consistent Strategies to deal with behaviours</b>  Loves getting green cubes. Proximity to an adult. 1:1 encouragement and praise. (likes physical contact.) Enjoys 1:1 activity with an adult. Green cubes will be given	
Will start to slump down into his chair. Will start fiddling with objects. Will leave the classroom. Gets very close to teacher/LSA talking loudly in their face. Makes demands of what he wants....e.g. now you listen to me. I'm telling you etc.		Time in the sensory courtyard-walking around. Cooling down time. Ignore him. Physical contact when he initiates it. Give two choices only	
Pushing chairs. Will hide in the corner of rooms. Will run to the top of the school. Will shout. Can hurt other children. Can hurt staff Will throw things. Spitting. Biting		Do not add red cube- this will make him angrier. Minimal adult participation (if person is in control of the situation please leave them to deal with it.) Allow him to calm down until he makes eye contact Will put all the things back when he is calm and you can then discuss what has happened. Speak in short, clear sentences Inform parents of what has happened via a communication. If not responding, call SLT to support. Red cubes will be added once the unwanted behaviour can be explained.	
CAP informed by:		Date: To be reviewed by	

### Behaviour Map



Name:

Arousal Level 1	Arousal Level 2	Arousal Level 3	Recovery Level 1	Recovery Level 2	Recovery Level 3
<b>Anxiety / Trigger</b> Need for diversion, support and reassurance	<b>Defensive / Escalation</b> Need for diversion, reassurance, clear limits, boundaries and choices	<b>Crisis</b> Possible need for Restrictive Physical Intervention appropriate for the service user	<b>Recovery</b> Need for coordinated letting go. Support, reassurance	<b>Depression</b> Need for observation, support and monitoring - recovery and repair	<b>Restoration</b> Reflect Repair Reconnect
<b>De-escalation</b>		<b>Risk reduction</b>		<b>Recover, monitor, Restore</b>	
What do you see?	What do you see?	What do you see?	What do you see?	What do you see?	What do you see?
What do you do?	What do you do?	What do you do?	What do you do?	What do you do?	What do you do?
Review	Review	Review	Review	Review	Review

## Appendix D: Roles and Responsibilities within the Pastoral Support Package

Mrs Natalie Wallace (Acting Headteacher/Safeguarding/Behaviour)

Mrs Antje Neville (Safeguarding Governor)

Mrs Elaine Morris (Acting Assistant Headteacher & SENCo)

Ms Sally-anne Ward (Family Support Worker)

Mrs Debbie Horton (Emotional Literacy Support Assistant)

Mrs Natalie Wetherill (Nurture support)

Ms Ward is available to help with a variety of mentoring or family support. Parents can make an appointment to discuss any concerns they have with their child or wider family issues.

### Key roles and responsibilities:

	<b>Responsibilities</b>
All staff	<ul style="list-style-type: none"> <li>• All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding.</li> <li>• Model the behaviour we want to promote through our relationships with children, parents and all members of staff.</li> <li>• Build positive relationships with all our pupils</li> <li>• Treat all children fairly (this does not necessarily mean that all children are treated exactly the same)</li> <li>• Make adaptations to support children with particular learning, social and behavioural difficulties</li> <li>• Understand that every behaviour is a communication, and take time to explore why a child is behaving in a certain way</li> <li>• Allow children to make a fresh start each lesson</li> </ul>
	<b>Specific Roles</b>
Teachers	<ul style="list-style-type: none"> <li>• Teachers carryout daily check-ins with pupils through Zones of Regulation</li> <li>• They should use my Happy Mind regularly to explore issues and give opportunities to discuss feelings.</li> <li>• Teachers should be observant of pupils' play patterns and relationships – note children who appear isolated or unhappy and find out why.</li> <li>• Use PSHE to teach skills and strategies to deal with negative feelings</li> <li>• Ensure parents are contacted when:               <ul style="list-style-type: none"> <li>- a child is having ongoing issues</li> <li>- there has been a 'one off issue significant issue'</li> </ul> </li> <li>• Ensure lessons are appropriately pitched and scaffolded so that all children can access the learning</li> <li>• They should look for every opportunity to praise and highlight pupils' achievements both academic and social.</li> </ul>
Senior Leadership Team	<ul style="list-style-type: none"> <li>• The Senior Leadership Team are responsible for taking a lead in establishing and maintaining a positive school ethos, whilst ensuring the policy is implemented effectively</li> <li>• They are responsible for supporting staff in the practical application of this policy and procedures and offering advice.</li> <li>• They should be aware of challenges children are facing throughout the school.</li> <li>• They should maintain an overview of attendance and punctuality and respond to any concerns teachers may have.</li> <li>• They should ensure behaviour concerns are reported using CPOMs by teachers and LSAs, and that parents have been contacted where necessary.</li> <li>• They should support teachers with referrals to external agencies to gain further advice to meet the specific needs of pupils</li> <li>• They should use assemblies to raise awareness of emotional health and wellbeing and ways to promote good mental health.</li> <li>• Induction support for all new staff should be provided together with providing ongoing training</li> </ul>

Parents/Carers	<ul style="list-style-type: none"> <li>• Inform the school of any concerns (Class teacher, Family Support Worker or Senior Leadership Team).</li> <li>• Have an open dialogue with the school.</li> <li>• Provide support for the school when working together to minimise any challenging behaviour</li> <li>• Ensure children attend school in good health, punctually and daily (this involves taking holidays outside term time whenever possible).</li> <li>• Provide prompt explanation of all absences</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• Setting down these general guidelines on policy and of reviewing the effectiveness of this.</li> <li>• Duty to consider parents' representations about a suspension or exclusion.</li> </ul>

In addition to the roles and responsibilities above together with the strategies outlined in the reward system of the Behaviour Policy, the following approaches below might also be used to support pupils in meeting the behaviour expectations within school.

Approach	What this looks like	Purpose
In class amended provision	Quality First Teaching adapted for individual learning needs Busy boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places or other activities specific to the child.	To help children remain regulated for them to access learning.
LSA support	In class support Transition support from activities/ break etc Small 1 to 1 or focus groups Daily / regular check ins Targeted support in the playground	Provide overall support for children's mental health and emotional needs to reduce anxiety
Personalised Plan	Short term targets for pupils to address a specific learning or behavioural need. These are review three times a year.	These are plans specially for children on the SEND Register and should only be used following discussion with the SENCo.
Family Support Worker	Ms Ward will work closely with families to support parenting and working alongside the school.	To work together to provide the best care for all the children and support their needs.
Nurture Group	Twice weekly sessions with LSA in group setting. Targeted activities linked to needs of group.	To address SEMH needs and build up children's skills.
ELSA	1 to 1 working with ELSA. Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.	Support child in developing approaches to managing these feelings.
Consistent Approach Plan	Formal written support plan written by class teacher/ key adult / parents and SENCo	Identifies the needs for the child and the actions needing to be taken by school to support the regulation of their behaviour.
School Dog – Nessie (Supported by Canine Assisted Learning)	Small group or 1:1 support provided by a dog and the trained practitioner	Support pupils to process their feelings more effectively, therefore regulating more effectively
Play Therapy	1:1 Work with a play therapist for a specific period of time to explore specific issues that are impacting the child	Support pupils to process their feelings more effectively, therefore regulating more effectively
External Support and or assessments	A range of support: Primary Behaviour Service (PBS) School Nursing Team CAMHS Educational Psychologist (EPs) Mustard Seed Online parenting support: Barnardos	To provide a range of assessments and support for more complex needs – including individual assessment and family support.

## **Appendix E: Minor and Major incidents list**

### Minor incidents might include:

- Talking at inappropriate times
- Mistreating school or other property e.g. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly
- Distracting other pupils e.g. pulling 'funny' faces, trying to attract their attention.
- General behaviour around the school building e.g. Running in the corridors, talking in assemblies
- Not paying attention
- Not having PE kit (letter to go home to parents if persistent)
- Isolated shouting out e.g. an answer
- Not doing sufficient work / lack of co-operation with peers
- Eating in class
- Low level rough play

### Major incidents might include:

- \*Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist / gender comments
- Verbal/written e.g. swearing (in any language), making comments intended, or likely, to cause upset or offence to someone else
- Theft
- Vandalism of anybody's property, including graffiti on school books
- Physical e.g. punching, kicking, pushing, pinching, hitting another person with an object
- Fighting
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in inappropriate items e.g. knives
- Ongoing multiple issue in a day

*\*All incidents of a racist, homophobic or transphobic nature, or involving gender discrimination, are treated seriously and are dealt with according to the age, understanding and the nature of the incident. The principles within this policy are used to explore and deal with this situation. These incidents are recorded on CPOMs and categorised as racial/prejudicial language in an overview. Parents are always notified when these incidents occur.*

## Appendix F: Use of suspension

Suspension are used at the discretion of the Headteacher and they are the only person who is able to suspend a pupil from school. A suspension might occur only in the rare instances where a child is not responding at all to a range of behaviour management strategies and their behaviour is significantly and repeatedly disrupting the learning of others or if the child has behaved in a way deemed as particularly extreme, such as being violent towards another pupil or member of staff, or has used foul or abusive language towards any member of staff. The school follows the, the 'Revised Exclusions Guidance for Hampshire Schools' document (September 2023), which is based on the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' guidance published by the DfE in September 2023.

Parents have the right to make representations about any suspension decisions to the governing body and further details are shared with these specific parents during the process.

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## Appendix G: Use of reasonable force and Screening pupils

As a result of our approaches to supporting the needs of children with additional needs it is very rare that the use of force is required. If a situation does occur, staff will use every possible solution to de-escalate the situation and avoid having to resort to any physical contact in terms of managing behaviour. Early help from a member of SLT is vital in supporting a difficult situation.

A separate, comprehensive policy, 'Restrictive Physical Intervention' outlines our procedures in more detail. This is available via the school website.

### Screening and searching pupils

Taken from the *Searching, screening and Confiscation Advice for Schools (July 2022)*, there are two sets of legal provisions which enable school staff to confiscate items from pupils:

**'The general power to discipline'** and the **'Power to search without consent'**

At Potley Hill, staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any items banned by the school such as chewing gum, energy drinks or sweets. This list is periodically reviewed and adjusted and it is the decision of the Headteacher as to which items are banned at any point in time.

The legislation sets out what must be done with prohibited items found as a result of a search.

## Appendix H: Governors' statement:

As required by the guidance from the Department for Education on “**Behaviour and discipline in schools - Guidance for governing bodies**”, the following is a statement of general principles in ‘*determining measures to promote good behaviour and discipline amongst pupils*’ DFE, p2

The **Governing Body at Potley Hill Primary School** believe that children behave well when they feel safe and secure and believe that behaviour is an expression of need. We strongly guide the school to develop approaches that reflect this belief and support the pupils to develop their emotional well-being. We also expect the school to provide effect support for pupils with difficulties.

In addition we ask school to provide clear guidance for their staff on:

- a. Screening and searching pupils for items which are banned
  - b. The power to use reasonable force or make other physical contact;
  - c. The power to discipline beyond the school gate;
  - d. Pastoral care for school staff accused of misconduct; and
  - e. When a multi -agency assessment should be considered for pupils who display continuous disruptive behaviour.
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## Appendix I: The power to discipline beyond the school gate

**As a school we will respond to concerns regarding children's behaviour outside of school which could:**

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

Pupils, Parents and Staff are advised to inform school if they have any concerns. Each concern will be dealt with based on the nature of the incident and other agencies involved when required.

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## Appendix J: Pupil allegations against staff

We follow safeguarding and staff discipline policies in dealing with any allegations against staff.

We deal with any allegation of abuse made against a teacher or other member of staff or volunteer in the school very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. (Please see the Low Level Concerns Policy)

Where the allegation is determined to be **false** or **malicious** – additional support is offered for the pupil, family and member of staff and advice may be sought from the local authority as to the best course of action moving forward, including relevant consequence for the pupil.

Depending on the nature and severity of the allegation a course of action will take place to ensure the continued effective provision of learning and relationships between the child and the staff and school.

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## Appendix K: Specific circumstances - School trips/visits/swimming/PE:

Following the guidance of the Equality Act 2010, we endeavour to provide all children with full access to the school curriculum: this includes educational visits and trips.

If a child has significant difficulties where an activity may pose additional risks for that child or the safety of others – we will work closely with staff and parents to develop a plan of support in order for the child to attend the trip and ensure the best possible outcome for all involved. This may involve for example: additional staffing, different modes of transport, amended visit time/structure of the visit.