



The
Rosewood
School

The Rosewood School

Behaviour Policy

2022 - 2023

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Policy for Supporting Positive Behaviour

1. Introduction

The school community aims to provide opportunities for all pupils to fulfil their potential as individuals. To achieve this, the school is strongly committed to:

- providing a safe, calm and caring atmosphere conducive to learning;
- ensuring consistency, fairness and clear expectations for both pupils and staff;
- creating an atmosphere of tolerance and mutual respect;
- encouraging pupils to take on responsibilities which encourage growth and development;
- developing social skills, personal development knowledge and ethical/moral values within the school community.

This policy applies to all staff, pupils and parents/carers.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mental Health and behaviour in schools guidance](#)
- [Keeping Children Safe in Education 2022](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Responsibility for Behaviour and Discipline

Under the Leadership of the Headteacher, teachers and others who are entrusted with managing pupil behaviour within the school are empowered to act in loco parentis, responsible for the good of the whole pupil body whilst respecting and caring for the integrity and needs of the individual.

The school believes that positive links with parents/carers are essential in maintaining and reinforcing high standards of behaviour.

The school will endeavour to maintain regular contact with parents/carers regarding all pupil issues. Where a school matter is being investigated, the school reserves the right not to contact parents/carers until the initial investigation has been completed.

The school's central concern must always be the child's welfare, and also the safety of the other children and young people for whom the school is responsible.

Under the DfEs September 2022 guidance – '*Behaviour in Schools Advice for headteachers and school staff*' the Headteacher must:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

<https://www.legislation.gov.uk/ukpga/2006/40/section/89>

- The headteacher must act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school.
- This is a core responsibility of a headteacher. It cannot be delegated.

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

If a pupil has an Education, Health and Care plan, the provisions set out in that plan will be secured and TRS will co-operate with the local authority and other bodies if necessary.

As part of meeting any of these duties, TRS will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative 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;
- adjusted seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusted uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

TRS does not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for us as a school on the facts of the situation, equally this does not necessarily mean that a disabled child will be exempt from sanction.

- We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil.
- We will consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. We will also seek to try and understand the underlying causes of behaviour and whether additional support is needed.

5. Celebrating Achievement

The school operates within a praise culture and celebrates achievement in a number of ways:

- **Praise** - all staff should be generous with verbal and written praise where appropriate.
- **Reward points** – our online Class Charts system is to be used to allocate positive reward points to pupils. Pupils can use their positive reward points to earn prizes.
- **Written comments** – in addition to comments relating to the quality of work, additional comments in exercise books regarding effort are highly effective.

- **Certificates** – these will be issued to pupils in recognition of excellent effort following each of the grade rounds – (data collection 1, 2 and 3). Certificates will either be presented in assemblies or be posted home.
- **Letters** – these are written to pupils to formally thank or congratulate them for a particular event, for example representing the school at an event.
- **Confidence, Acceptance and Perseverance Awards** – these are nominated and awarded to pupils who show a strong commitment to our Core Values and to our Personal Development curriculum.

Leaders will monitor our systems to ensure that praise, rewards and awards are administered fairly and evenly across all year groups when appropriate behaviours are exhibited.

6. School Systems and Sanctions

6.1 Pupil transition

Pupils who have been directed to attend TRS by their home school must attend a Pre Admission Meeting (PAM). During the PAM the pupil and the parent will gain an understanding of expectations and will specifically be spoken to about our systems as outlined in the TRS Behaviour Policy. At the PAM the pupil will have the opportunity to complete a pupil profile which we can then explore any challenges that the pupil may have.

6.2 CPOMs and Class Charts

TRS staff use CPOMs for recording safeguarding and/or behaviour incidents. Rewards are awarded to a pupil using the Class Charts system. The monitoring and evaluation of behaviour is completed each half term by the Headteacher and Senior Leadership Team and systems are adapted if necessary to ensure that the school supports the learning and wellbeing of our pupils. Other sources are also used to ensure that our systems are effective, and this will include removal from the classroom data, attendance, permanent exclusion and suspension data, incidents of searching and confiscation and anonymous surveys for staff, pupils and parents on their perception of the school's behaviour culture. In addition to this the Senior Leadership Team deliver weekly pupil voice lessons which allow us to consider school improvement in any areas that impact the culture and values of the school.

6.3 Screening process

Pupils arrive at our Canterbury and Leybourne sites via taxi. Pupils understand the need to ensure they are on time for their pick up and are courteous towards the driver or other pupils sharing the taxi at all times when travelling to school or home

When pupils arrive they are screened for banned items. Please see the list further in this document.

Pupils then enter the main body of the school building when learning takes place. All pupils understand the need to 'Be Kind' to one another and to 'Aim High' - these are the core values of TRS.

6.4 Engagement Sheets

Each pupil takes an engagement sheet to their lessons. At the end of the lesson the teacher or Teaching Assistant (TA) will make a record of their engagement during the lesson. All pupils are aware that they are monitored for completion of work, attendance in lesson and their overall engagement. These feed into our rewards system.

6.5 Staff training

Staff revisit the behaviour and safeguarding policy each academic year and new starters must read the policies during their induction. Training for behaviour management is personalised when necessary, equally if data informs that training is required whole school then this is organised in a timely manner. Training will align with:

- *the new Initial Teacher Training (ITT) Core Content Framework*
- *the Early Career Framework (ECF) together with the;*
- *reformed suite of National Professional Qualifications.*

6.6 Sanctions

The teacher is responsible for pupil discipline and for the quality of pupils' work in the classroom. If an incident of poor behaviour occurs then the procedure outlined below should be followed:

- *Verbal warning;*
- Exit from the lesson (pupil sent to stand in corridor for maximum of 5 minutes, where the teacher will talk with them about their behaviour and reintegrate them back into the lesson).
 - *The teacher issues a detention for the same or following day – this is to be recorded on CPOMs. Note only a teacher or member of SLT can issue a detention and if issuing a detention at lunchtime then the pupils must have time to eat and take a rest break.*
- *Code Red:* continued action beyond the point of stage exiting the class, or a one-off 'in-extremis' incident (which will include any action that could risk the health/safety of another member of the school community) will result in the pupil being removed by a member of the Senior Leadership Team, to await further action. A mediation activity and/or recommendation for the following will take place following a Code Red call.

The member of the Senior Leadership Team who deals with the on call incident will either:

- Recommend suspension to the Headteacher;
- Recommend internal inclusion to the Headteacher;
- Resolve the matter by an alternative method.

A detention will be issued together with an electronic entry for central records (CPOMs). Failure to attend will result in the detention being extended to one hour. Following two non-attendances, or in the event that the detention is not completed to a satisfactory standard, the incident might be escalated, e.g. to a fixed term suspension or internal inclusion.

6.7. Incomplete work

For pupils who fail to complete classwork or homework, teachers or departments may detain pupils for non-optional 'catch up' sessions during break or lunch. The purpose of any catch up session is to ensure that the pupil does not fall behind with the curriculum.

6.8. Consequences of unacceptable behaviour - system:

The school operates a fixed system of sanctions for pupils who persistently fail to stay within with the bounds of expected behaviour in school. The system is designed to establish a hierarchy of consequences after a pupil has been asked to exit the class with follow up detention.

- After 6 verbal warnings, the pupil is given a detention.
- After 1 exit the pupil is given a detention.
- After 2 exits the pupil is interviewed by the Inclusion Manager.
- After 3 exits the pupil is placed 'on report' to the Inclusion Manager. Their parent/carer will be informed.
- After 4 exits the pupil will be in internal inclusion for 1 day. Parents will be interviewed and pupils will be placed 'on report' to the Assistant Headteacher for 2 weeks.
- After 5 exits the pupil will be suspended for 1 days. On their return parent/carer will be interviewed and pupils will be placed 'on report' to the Assistant Headteacher for 2 weeks.
- Exit 6 – Headteacher action

In the event of persistently poor behaviour on the part of a pupil, the matter will be reported to the Headteacher for further action (Exit 6). An action plan to support improved behaviour will be agreed in consultation with the pupil and parents/carers at this stage.

The above process is undertaken in conjunction with a comprehensive system of support, which aims to support the pupil in complying with expected behaviour protocols. At each stage of the systems, support measures are introduced, at an appropriate level for the individual in question (e.g. workshop with a member of the SEN&D department, Pastoral Support Plan, or remediation).

6.9. On report conditions

Any pupil on report must comply fully with the conditions of the report. Failure to meet targets fully on any school day will result in an immediate detention on that day. Persistent failure to comply with report conditions will result in a referral to the appropriate member of the Senior Leadership Team for further action.

6.10. Pupil Engagement daily sheets (examples in appendix 3).

To support engagement for learning – daily sheets are used. There are examples of these in appendix 3, but these can be adapted to meet individual needs. School inclusion managers in consultation with staff should decide if a pupil requires to be monitored via a specific report. If so, then pupils should then report to the school inclusion manager each break and lunch time for the behaviour of the day to be reviewed and any inappropriate choices to be discussed and rectified at appropriate time scales. If a pupil fails to make appropriate choices the school manager must consult with the relevant parties in order to provide guidance for the pupil to improve.

7. Internal inclusion, or Fixed Term Suspension or Permanent Exclusion

The following definitions apply when applying these types of sanction:

- **Internal Inclusion (internal isolation):** a pupil is withdrawn from their lessons for a specified period of time and will spend this time in a room within the school. This may be applied to a period of days or a period of lessons in a particular subject area. Appropriate resources, a suitable place to learn and refocus, is provided and supervised by trained members of staff.
- **Suspension (Fixed Term Suspension):** a pupil is given an official fixed term suspension; a reintegration meeting will be held between the Assistant Headteacher, pupil and parent/carer before returning to school, to ensure that the appropriate levels of support and/or mediation are applied.
- **Permanent exclusion:** this is the most serious sanction the school can issue.

Suspension and Permanent Exclusion further guidance: <https://www.gov.uk/government/publications/school-exclusion>

In all cases, the pupil will be set appropriate work to complete during the seclusion/exclusion period.

7.1. Response to 'in-extremis' incidents

Each case will be dealt with individually within the following guidelines.

The school will **permanently exclude** any pupil for the following one-off offences:

- Serious actual or threatened violence against another pupil or member of staff;
- Sexual violence;
- Possession of, or supplying, an illegal drug;
- Supplying drugs deemed harmful to other pupils;
- Carrying an offensive weapon.

Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person, or intended by the person having it with them for such use by them'. Any article that has a blade or point or is sharply pointed (Criminal Justice Act 1988) or any folding pocket knife will also be considered as an offensive weapon.

The school will also **permanently exclude** a pupil for:

- Persistent and defiant misbehaviour;
- Serious and persistent bullying or intimidating/challenging behaviour that unsettles the cohort of TRS pupils.

The school will apply a **fixed term suspension**:

- At the relevant point in line with the Behaviour Policy;
- For threatening/intimidating behaviour towards staff or pupils;
- For verbal abuse of staff or pupils;
- For discriminatory abuse, racist abuse, abuse against sexual orientation, abuse relating to gender or abuse relating to disability.
- Challenging behaviour or disrespect to authority that unsettles the TRS cohort of pupils

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline, perceived safety, and wellbeing of the school community.

The school will consider a fixed term **internal inclusion** for breaches of discipline which, at the discretion of the Headteacher, do not warrant fixed term exclusion. Such internal inclusion will operate under the following conditions:

- Internal isolation will be served in a room within the school;
- Pupils will spend the full day in isolation and should bring a packed lunch and a drink (pupils in receipt of Free School Meals will be facilitated in collecting their lunch);
- Two breaks will be allowed during each day, at alternative times to the main school.

7.2. Monitoring of pupils 'on report' and pupil contracts

- When a pupil is placed 'on report,' each of their teachers, and their Inclusion Manager records positive and negative comments each day throughout the period of the report, as appropriate. This alerts staff and parents/carers to problem areas at an early stage – classwork, homework and behaviour – and provides an enhanced link between home and school, for the purpose of supporting rapid improvement.
- For a pupil on report, each teacher writes a comment at the end of their lesson, and the pupil meets with a supervising member of staff on a daily basis (this may be up to 4 times a day in cases of real concern). Comments made on pupils' reports will be related to the specific target set by their Inclusion Manager..
- Pastoral Support Plan (PSP) – if a PSP is required then the PSP is signed by both the parent/carer and school. This is essential in the event that the pupils is at risk of being permanently excluded from school.

8. Roles and responsibilities

8.1 The Management Committee

The management committee is responsible for monitoring this Behaviour Policy's efficacy and also for holding the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Policy.

The Headteacher will ensure that the school environment and culture encourages positive behaviour and attitudes, and that staff deal effectively with poor behaviour, including instances of low-level disruption and disrespect of authority. The Headteacher will monitor how staff implement this policy to ensure that rewards and sanctions are applied consistently, fairly and proportionately.

8.3 Staff

All staff must be aware of the measures outlined in the school's behaviour policy and how to implement these measures - this is one of the key systems in place in schools which supports safeguarding. Staff at TRS are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). Keeping Children Safe in Education - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Staff are responsible for:

- Implementing this Behaviour Policy consistently;
- Modelling positive behaviour and attitudes;
- Providing a personalised approach to the specific behavioural needs of particular pupils under the guidance of senior staff within the school;
- Recording details of behaviour incidents accurately and in timely fashion;
- The Senior Leadership Team will support staff in responding to behaviour incidents.

8.4 Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the behaviour required to be successful learners
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the Inclusion Manager promptly.

9. Zero Tolerance in respect of Bullying and Child-on-Child Abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend oneself against.

Child-on-child abuse is defined by paragraph 468 of Keeping Children Safe in Education 2022.

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive, and cause severe and adverse effects on children's emotional development.

The Rosewood School does not tolerate any form of bullying, on- or off-line, harassment or prejudice and it believes that every pupil has the right to be an individual and to learn in a safe environment.

Consequently, we believe that bullying – in all its many forms – is unacceptable and will be challenged promptly and appropriately, wherever and whenever it occurs in school. Types of bullying:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
HSB (Harmful Sexual Behaviours)	Explicit sexual remarks, name-calling, sexual bullying, sexual assault, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, these behaviours can take place offline and online and can also include sexual image sharing without consent, unwanted sexual touching, sexual assault and rape https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools
Child on Child abuse	Child-on-child abuse: Physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's relationships. It may include, for instance, child sexual or criminal exploitation, bullying, HSB (harmful sexual behaviour) and serious youth violence
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. At TRS we will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the cohort of pupils at TRS

In conjunction with our Anti-Bullying Policy, our aim is:

- To increase awareness and to encourage pupils to report concerns regarding bullying or any forms of child-on-child abuse;
- To provide protection, support and reassurance for victims, assuring that they have done the right thing in coming forward, and ensuring that they do not feel that their report is an inconvenience to the school;
- To listen to all those who are involved;
- To develop the self-confidence and self-esteem of all pupils;
- To develop an effective range of emotional skills for all pupils through our ongoing Personal Development programme;
- To liaise with appropriate external agencies where additional support is needed, or might be needed.

10. Zero Tolerance in respect of Sexual Harassment and Sexual Violence

The Rosewood School will ensure that all incidents of sexual harassment and/or sexual violence are met with a suitable response, and never ignored.

- Sexual violence means rape, assault by penetration, or sexual assault (intentional touching);
- Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sending or soliciting ‘nudes.’

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how ‘small’ they feel it may be. Upon receiving a report, staff are trained to provide appropriate reassurance to pupils, assuring that they have done the right thing in coming forward, and ensuring that they do not feel that their report is an inconvenience to the school.

The school’s response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include:

- Internal inclusion
- Fixed term suspension;
- Permanent exclusion.

The school has procedures in place to respond to any allegations or concerns relating to a child’s safety or wellbeing. These include clear processes for:

- Responding to a report;
- Listening to all those who are involved;
- Carrying out risk assessments and/or safety plans, to help determine:
 - o Internal management of the incident;
 - o Referral to Early Help;
 - o Referral to Children’s Social Care;
 - o Reporting to the Police.

Please refer to our Safeguarding Policy for more information.

Our Personal Development curriculum, specifically RSE, covers aspects of education such as:

- Consent;
- What respectful behaviour looks like;
- Body confidence and self-esteem;
- Diversity, tolerance, respect;
- Healthy relationships.

11. Other action taken as an alternative (or complementary to) other sanctions

The following is not a definitive list, but provides a guide as to alternative measures of support that the school will consider:

- Restorative Justice which enables the pupil to redress the harm that has been done to the ‘victim,’ e.g. through community service.

- Mediation through a trained mediator.
- Loss of privileges such as membership of clubs, the right to go on visits and membership of school teams. This alerts staff and parents to problem areas – classwork, homework and behaviour.
- Charging pupils for any wilful damage caused, in accordance with the school's Charging & Remissions Policy.
- A pupil may be required to see the Headteacher at any time.

Inclusion Managers and the Senior Leadership Team will liaise with the SENCO, where the individual pupil is on the Special Needs Register so that appropriate support can be arranged and/or reviewed.

12. Searching Pupils and their Possessions

The Headteacher has a statutory authority to search and confiscate items from pupils that are prohibited, with or without consent (DfE Searching, screening & confiscation 2014). The Headteacher can additionally disseminate their authority to designated staff that may operate on their behalf. Screening and searches routinely take place each morning before a pupil enters the school site, pupils remove coats, bags and phones from their possession for the day and are also wanded to ensure any prohibited items banned within TRS are detected to ensure the safety of all pupils and staff:

- Any item TRS may reasonably suspect may be used to inflict injury to an individual (self-harm)
- Mobile phones
- Chewing gum
- Medication
- Cans of drink
- Coats
- Bags and contents
- Cigarettes/vaping equipment
- Tobacco and cigarette papers
- Lighters
- Drugs paraphernalia
- Illegal drugs
- Alcohol including empty bottles
- Knives or items for the purpose of a weapon as deemed so by staff
- Stolen items
- Fireworks
- Pornographic Material
- Any item TRS may reasonably suspect has been or is likely to be used to commit an offence or a breach of a school Policy
- Any item TRS may reasonably suspect may cause injury to any persons including other staff
- Any item TRS may reasonably suspect may cause or damage property within TRS including property belonging to staff and pupil

12.1 Searching with Consent

If a member of SLT or member of staff with designated authority from the Executive Head Teacher has reasonable belief and/or grounds to suspect a pupil has prohibited items in their possession a search will be initiated.

All searches of pupils and their possessions take place prior to school beginning, at the designated school entry point for pupils. The search of pupils will be undertaken by the member of staff of the same sex as the pupil, with a witness present where practically possible. A search of possessions will also take place in front of a witness. A search of a pupil will only be carried out by a member of the opposite sex when there is an immediate threat of serious harm to pupils or staff. If a pupil withdraws their written consent, a search may still be undertaken as outlined in 'Searching without consent'.

12.2 Searching without Consent

If a member of SLT or member of staff with designated authority from the Executive Head Teacher has reasonable grounds to suspect a pupil has prohibited or illegal items either on themselves or in their possessions, they can undertake search without consent. If TRS has established responsible grounds to suspect prohibited items are on a pupil the search can take place during the day, for example if there are grounds to suspect a theft has taken place which may include viewing CCTV for clarity. Responsible and proportionate force will be used in circumstance where the level of risk to pupils, staff and environment is an overriding factor.

12.3 Extent of Search

The pupil will not be asked to remove any clothing other than their 'outerwear' or any other item that is not worn next to the pupil's skin. Outerwear can include but not limited to; coat, hoodie, sweatshirt, cardigan, gloves, hat, scarf, footwear. Should the level of risk dictate a more personal search then appropriate agencies with designated extensive powers will be contacted to undertake this.

12.4 Confiscation

A member of SLT or member of staff with designated authority from the Executive Head Teacher can confiscate, retain or destroy any item found during a consensual search as long as it is proportionate to the circumstances. Staff are not responsible or liable for the items providing they have undertaken a justifiable confiscation.

If a member of SLT or member of staff with designated authority from the Executive Head Teacher is carrying out a search without consent, whatever the item is that has been confiscated will determine the action taken. Any items that are illegal or relate to suspected illegal activity will be confiscated and shared with the police immediately. All appropriate agencies, the pupil, parents/carers may also receive notification if instructed by the police. Any items that do not meet the legal age threshold will be confiscated and destroyed. All other school prohibited items will be confiscated and either held to the end of day or a request made to parents/carers for them to collect. This will be assessed on an individual basis and based upon previous incidents.

13. Pupil Rights

TRS are fully aware of, and respect individual pupil's right to privacy under Article 8 of the European Convention on Human Rights. Although not absolute, our process to screen and search with and without consent is compatible with Article 8 as we exercise our power to search lawfully to maintain the health and safety of all pupils, staff and environment.

13.1 Balance of Probability

In terms of school discipline, TRS adopts the concept of a 'balance of probability'. This means that if they believe that 'on the balance of probability' (which means more likely than not, rather than absolute proof) that something happened then they can act and apply any of those sanctions identified above. When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

14. The Right to Bar Abusive or Aggressive Parents

School premises are private property. Parents generally have permission from TRS to be on the premises, this permission is implied. If parents wish to speak with someone then they will need to book an appointment and to sign in. Obviously, any visitor to the site should treat people on it with respect and courtesy. In the unlikely event of a parent being abusive or aggressive towards children, other parents or staff then the Executive Headteacher can bar them from the site. It is an offence (section 547 of The Education Act 1997) for any person to cause a nuisance or disturbance on school premises.

15. The Power to Use Reasonable Force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. The school's practices regarding reasonable force are in line with DfE Guidance - <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

16. Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. At TRS we will respond to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school

At TRS we will also sanction pupils for 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 at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Appendix 1 – Example Pupil Support Plan

Pupil Support plan

Name:	School:	PSP design by:
My Diagnosis (need)	What is the definition of this need:	
What I need you to know My need means that I		
How you can help me.....		
Strategies to be used by TRS that worked in the home school or identified in the TRS assessment centre:		

Aspect	Information
Risk to young person (aim of the meeting is to reduce this risk)	
Triggers	
Steps to alleviate triggers (Prior steps already in place before any escalation)	

Escalation	Action to take
When things start to feel like they are becoming overwhelming – this should be a graded response in terms of how pupil feels and the behaviour they are likely to present with.	
1.	
2.	
3.	

Possible interventions to help you in lessons;	
What coping strategies would you prefer to use in school? Stress balls, time out, sensory box, quite time	
How would you prefer to express your opinion on a topic if you felt this could escalate your needs?	
Would you prefer to be credited for effort rather than ability in the classroom?	
How would you like your successes celebrated in school?	
How would you like to access your mentor if things are becoming too much to handle in school?	
What would be the best way for you to reflect on your achievements in the week? Writing them down, contemplating/reflection time	
Are you right or left handed and where would you prefer the teacher to sit to make you feel more comfortable in their presence	
Where would you like to be positioned in the classroom to limit your anxiety	

Appendix 2 – Example Individual Healthcare Plan



The Rosewood School: Individual healthcare plan

Name of school/setting

Child's name

Group/class/form

Date of birth

Child's address

Medical diagnosis or condition

Date

Review date

Family Contact Information

Name

Relationship to child

Phone no. (work)

(home)

(mobile)

Name

Relationship to child

Phone no. (work)

(home)

(mobile)

Clinic/Hospital Contact

Name

Phone no.

G.P.

Name

Phone no.

Other agencies involved e.g. CAMHS, Social services etc.

Name

Phone no.

Name

Phone no.

Name

Phone no.

Who is responsible for providing support in school

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

Name of medication, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Complete separate medication documentation and permissions

Daily care requirements

Specific support for the pupil's educational, social and emotional needs

Consider use of pupil support plan documentation

Arrangements for school visits/trips etc

Other information/Special requirements e.g. dietary needs, snacks/supplements, PE restrictions

Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency (*state if different for off-site activities*)

Plan developed with

--

Staff training needed/undertaken – who, what, when

--

Form copied to

--

Appendix 3 – Daily engagement sheets



The Rosewood School – Weekly Monitoring Sheet

Pupil's Name:

Date:-

Engage in learning (E): 0-3	Attendance (A): 0-1
Complete set work (W): 0-3	The expectation is that the sheets are presentable when returned

	Monday			Tuesday			Wednesday			Thursday			Friday			Weekly Average	Comments
	E	W	A	E	W	A	E	W	A	E	W	A	E	W	A		
Breakfast / briefing																	
Lesson 1																	
Lesson 2																	
Break																	
Reading/Pupil voice																	
Lesson 3																	
Lesson 4																	
Lunch																	
Lesson 5																	
Possible points	21	18	7	21	18	7	21	18	7	21	18	7	21	18	7		

Daily Total							
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Additional actions (✓ when action completed)

Reward (gained between 90-100% points)		Good text/email/letter home (gained 80%+ points)		Concern phone call	
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A = Attendance - 0-1 W = Working and completing tasks in lessons