



The  
Rosewood  
School

# The Rosewood School Positive Behaviour Policy 2021 - 2022

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Last reviewed: January 2022

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# **Policy for Supporting Positive Behaviour**

## **1. Rationale**

At TRS we aim to educate our students within a moral, spiritual and cultural context which promotes respect for others.

TRS believes in the following:

- Each student is an individual and deserves respect.
- Behaviour aspects can be seen as a form of communication; however, if pupils understand their triggers and interventions are put in place to positively reinforce a desired response, then there will be a limited need for pupils to use unacceptable responses as a negative form of communication.
- The management of our schools, staff interactions and support strategies are aimed to be responsive to our student's differences. This contributes to the prevention of challenging behaviour and negative choices.
- Early intervention and an understanding of the pupils needs helps prevent or lessen the severity/escalation of many challenging behaviours.
- Families and children should be a central part of supportive systems and should whenever possible be active participants in planning, implementing and evaluating any interventions or strategies. This process starts with the assessment centre screening and staff using the pupil profile generated.
- The unique nature and diversity of Students and their families (race, ethnicity, religion and culture) should be considered in understanding conduct and responding to instances of challenging behaviour.
- Assessment centre reports should central to building pupil and teacher relationships and triggers for predicted types of behaviour should be considered in planning of timetables and lessons in order to ensure staff are aware of potential 'flash points' and Personal Support plans and subject intervention profiles are designed to support positive interactions of within the TRS community
- Behaviour interventions should be positive. Natural and logically occurring consequences (positive and negative) should be designed to enable students to foster self-discipline, independence, resilience and self-determination and these should be linked to personalised Pastoral Support Plans (PSPs).
  - We are highly aware that it is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. This is particularly relevant during the COVID 19 pandemic. We provide a number of provision options available to help students reengage in education. If it is felt a pupil would benefit with a change of provision due to adverse experiences this can be raised at TRS panel (with evidence of the situation for consideration). Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and

counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. TRS will work with local services, (such as health and the local authority), and the home school responsible for the individual to ensure the services and support are in place for a smooth return to schools for pupils.

## 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

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. Definitions

**A behaviour response** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**A serious behaviour response** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. Bullying

**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 against

Bullying can include:

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  <a href="https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools">https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools</a>
Peer on Peer abuse	Peer-on-peer 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

#### 5. Roles and responsibilities

##### 5.1 The Management committee

The management committee is responsible for reviewing and approving the written statement of behaviour principles.

The management committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## 5.2 The Executive headteacher

The executive headteacher is responsible for reviewing this behaviour policy in conjunction with the management committee, giving due consideration to the statement of behaviour principles. The executive headteacher will also approve this policy.

The executive headteacher will ensure that TRS environment encourages positive behaviour and that staff deal effectively with poor behaviour responses, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The executive headteacher is responsible for reviewing and approving this behaviour policy.

The executive headteacher will ensure that TRS environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 6. Supporting Positive Student Behaviour and Choices

Although we understand that teachers are individuals who all have their preferred methods of working and utilising their classroom space, we must create high expectations of conduct if we are to provide consistency and continuity for all the students and support for each other.

1. The classroom is an adult-led environment in which the teacher and the TA set the tone and ethos. This will include purposeful activity, calmness and a mutual respect for persons and property. It should be a place where everyone feels secure and comfortable and where all work produced is valued. Positive behaviour should be reinforced by staff visiting the classroom and consideration of the pupils chosen method of feedback considered (e.g. School Staff and Executive Leaders). This information can be found in the assessment centre profile of each student.
2. Opportunities for success must be an integral part of all classroom activities and should be acknowledged through the pupils chosen method of praise and use of reward and recording systems
3. Variety and flexibility in teaching and learning strategies should enable students to engage in purposeful activities related to their individual needs and abilities. Alongside this, teachers will need to ensure that recording, assessment and monitoring systems are able to keep track of students' individual progress – see Assessment Policy.
4. In 'normal circumstances' classroom seating arrangements will consider the needs of the students and curriculum to provide optimum opportunity for success. However during the Covid 19 pandemic this may not be possible. All resources should be readily accessible to match appropriate curriculum planning – see individual Curriculum Policy, planning documents, assessment centre profiles and all information held by TRS to support effective planning and teaching (PSPs, School Profiles, IHCPs and any other relevant support documents).
5. Staff must ensure that pupils feel valued, through offering them a stimulating learning environment. Teaching staff must ensure that displays are in their rooms and in corridor areas which promote high expectations and celebrate students work and progress from start points.
6. Students should be offered the opportunity to put right the consequences of any poor behaviour choice and then given a fresh start. Students may find this difficult, as their experience resolving

difficult situations can be mixed. Students should be given adequate time for reflection and 'take up' time as necessary.

7. It is the responsibility of all staff at TRS to be healthy role models to all students. Staff must represent, as role models, positive and appropriate behaviours and model self-regulation, patience, fairness, consistency, understanding and firmness. Our conduct must never be such that it reinforces any negative aspects they may have encountered elsewhere in their lives.
8. Students should be reminded of TRS's expectations in a non-confrontational way so that they have the chance to rectify the situation without further intervention. Any rule breaking should be dealt with in a low-key fashion wherever possible, with pupil's specific needs in mind. Our aim must be for students to continue learning but accepting that they may need to change some aspects of their responses to situations in order to be successful in the TRS community. A confrontational approach will usually see a matched response and is therefore to be avoided. However, all students will be challenged on any inappropriate choices or responses and it is the expectation that staff will challenge at the appropriate response level for the situation and the students.
9. Clear boundaries and expectations should be displayed prominently in communal areas and classrooms. This helps all staff and students understand what is considered acceptable in the TRS community.
10. When staff become aware of pupils in need of support for their behaviour responses, use of the PSP's, assessment centre knowledge and strategies to diffuse situations or divert attention away from poor choices can reduce the frequency of incidents escalating and help maintain a calm atmosphere.
11. TRS has clear expectations of pupils' behavioural responses. Initially, some pupils may find these difficult to cope with until they start to develop feelings of security and trust. The staff as a team must apply consistency in using assessment centre strategies. They must work together to model and promote TRS expectations and apply them consistently.
12. Due to mental health presentations, some pupils may 'push' staff or boundaries in order to provoke a reaction (e.g. shouting). Staff must therefore respond appropriately and avoid confrontational approaches in order to guide students through other means to provide a positive outcome. Physical punishment is never an option but should not be confused with Physical Interventions which are appropriate in certain exceptional circumstances.
13. In line with current Department of Education guidelines TRS has the power to confiscate items that cause disruption it believes may cause disruption to the learning of the students or the organisation and smooth running of TRS itself – this list includes but is not confined to mobile phones, cigarettes, lighters, bottles of drink, etc.

#### 6. a Staff Responsibilities

The Rosewood School aims to create an atmosphere in which students feel secure and safe. In order for TRS to maintain a welcoming and positive ethos the students need to be valued. This aspect begins in the assessment centre where pupil's strengths and areas for development in Emotional intelligence, Locus of control and social development are identified. Our students need a consistent approach and to be aware of the expectations in both social and academic areas whilst considering their individual levels of emotional understanding and competence. The organisation of TRS and the curriculum should establish shared experiences that build on the students' strengths whilst developing strengthened interpersonal skills. The student is helped to gain confidence, improve self-esteem and develop a positive attitude to learning.

The aims of TRS policy for supporting positive behaviour are:

- to help give all staff, students, parents and management a sense of direction and a feeling of common purpose via the assessment centre
- to help students feel good about themselves and others though having high quality first teaching expectations and an understanding of the pupils personal achievements
- to encourage a positive learning environment and recognise positive behaviour responses as well as positive attitudes to learning and education in a wider sense.
- to minimise or prevent the occurrence of poor behaviour responses and confrontation
- to encourage students to co-operate with one another and the staff
- to maximise the impact that attendance at TRS has on students' positive behaviour responses as well as positive attitudes to learning and education in a wider sense.
- to allow everyone to recognise and express their needs and feelings in a positive and open way
- to teach the students to take responsibility for their own behaviour responses and reward positive outcomes.
- create a welcoming, happy environment that sets realistic expectations and aspirational goals for all
- work in partnership with parents/carers and outside agencies to promote positive conduct at all times.
- provide a safe, caring and effective learning environment with a stimulating and relevant personalised curriculum to meet the needs of all
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- encourage all students to reflect on their behaviour responses and to understand the effects of their choices on other students, the TRS environment and ultimately there own wellbeing.
- ensure that all students can develop the skills to repair and rebuild relationships affected by their choices
- show appreciation of the efforts and contribution of all
- ensure all students, parents and staff are clear about the expectations regarding positive behaviour response and attitudes to learning and education in a wider sense.
- The Rosewood School policy is based on a positive/encouraging approach rather than a punitive/discouraging approach.

It is the responsibility of staff to:	It is the responsibility of students to:	It is the responsibility of parents to:
<ul style="list-style-type: none"> <li>•Treat all students fairly and with respect</li> <li>•Recognise that each student is an individual</li> <li>•Help each student to do their best using the assessment centre profile and baseline assessments as a individual start point</li> <li>•Encourage students to take responsibility for their own behaviour responses and attempt to resolve disagreements themselves using identified strategies</li> </ul>	<ul style="list-style-type: none"> <li>•Treat those around them with politeness and respect</li> <li>•Engage in their learning</li> <li>•Be in the right place at the right time</li> <li>•Follow staff instructions</li> <li>•Do their best using the assessment centre profile strategies to help resolve difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>•Act in accordance with the spirit of the the Policy for supporting positive behaviour.</li> <li>•Take an interest in their child's learning</li> <li>•Encourage their child to approach problems without resorting to verbal abuse or physical violence</li> </ul>

All staff assume the responsibility of teaching and modelling positive behaviours responses to students by:

- Familiarising themselves with the available information on each pupil and their needs and triggers
- To use the assessment centre profile to inform responses to challenging situations
- Adopting a low key approach
- Being positive, polite and courteous
- Reminding students about their achievements and future expectations
- Directing students to modify behaviour responses appropriately



- Maintaining appropriate social interaction between pupils and staff where appropriate
- Remaining calm
- Focusing on behaviour response not the student
- Being consistent and following through with appropriate agreed action
- Allowing take-up/processing time
- Utilising other support mechanisms if and when required including information from NELFT, and outside agencies
- Re-establishing a working relationship as soon as possible with the student if any issues do arise

## 7. Support Systems for Students

### 7.a Guiding Principles for Students



### 7.b Reward Systems

At TRS, we strive to ensure students can celebrate their hard work and help motivate students to perform better. We have a rewards strategy that acknowledges achievements across their time with us, whether this be in or out of the classroom and is in alignment with our school vision of **Aim High, Be Kind**

#### Aims

- To be inclusive for all.
- To recognise and celebrate a student's work, commitment and high levels of achievement.
- To promote the positive recognition of success amongst all members of the school community through pupil appropriate celebration and contact with parents and carers.
- To celebrate progress made by the student.
- To encourage progress in all aspects of school life.
- To reward students frequently for a variety of achievements

#### Types of rewards include:

- Reward tickets (awarded for appropriate behaviour responses in lessons and achievements)
- Rewards points can be awarded by any member of staff for positive behaviour/work, representing TRS and achievements inside or outside of TRS.
- SIMS Achievement points are used to record these rewards, and a matching number of raffle tickets should be placed in school ticket boxes.
- Telephone calls home can take place by any member of staff in liaison with school managers
- Achievements are celebrated in weekly assemblies, prize raffles and termly awards

In every lesson on each day student can earn a reward point for achievements in one of the **Aim High, Be Kind** values which should clearly link to the lesson focus. In circumstances where pupils go beyond the aim of the lesson, they may be awarded 2 points however both will need to be connected to the **Aim High, Be Kind** values.

7.c **Aim High, Be Kind** values are:

### **Pride » Respect » Resilience**

**Pride** - we expect every individual at TRS to strive for excellence in everything they do. We are proud of our pupils and staff and set high standards and expectations

**Respect** – we expect every individual at TRS to ensure learning takes place in a climate of mutual respect, where we can celebrate diversity and difference. We work together as a team in a spirit of cooperation, collaboration and support.

**Resilience** – we challenge our pupils to be independent, resilient and responsible learners, to learn from disappointment and failure, to be kind to themselves and accept that challenge means we are always aiming high.

Rewards should be recorded in SIMS, and the same number of raffle tickets be placed in the school ticket box for each award given

The rewards program is applicable in all sessions: Breakfast time, break/lunchtimes, lessons and within the TRS community in order to help develop and award students for showing the personal attributes essential for employability and life. The scheme focuses on the TRS **Aim High, Be Kind** values outlined above.

At the end of the week there is a rewards assembly celebrating achievements for the week. Everyone can choose a prize from a selection chosen after feedback from students at a school level. A termly prize is also awarded, the details of which will be defined in each school according to the wishes of the pupils. Each school should also reward for attendance (both against agreed timetables and for improvement over a period of time).

Rewards will involve all or some of the following:

- Teacher response to all positive work and contributions in the classroom from students, often praise and encouragement.
- The display of student work from the class and homework, making full use of classroom boards. Whenever displayed, work may include a comment and grade.
- Marked work should include praise and advice on how to improve work (WWW & EBI). Please refer to the marking policy.
- Reward points should be recorded by way of awarding raffle tickets within the lesson and electronically via SIMS by the teacher.
- Attendance should also be a focus of reward and celebration
- **Aim High, Be Kind** post cards

#### 7.d Pastoral Support Plans (PSP) (example in appendix 1 – Completed in the pre admission meeting)

These should be completed on admission and account for the assessment centre information provide in the pupil profile. A Pastoral Support Plan (PSP) may be put in place to offer more targeted support and facilitate individual behavioural support planning. PSPs are to be reviewed every two weeks and amendments made as necessary. A PSP meeting should be held or, where parents are unable to attend, a review may take place over the telephone or through a virtual meeting where appropriate.

PSPs are part of supportive strategies to address concerns, where a student is struggling to attend full time or has been out of school for a long period prior to joining TRS, a PSP may be utilised to support the gradual reintegration to a TRS school. The PSP will also contain a risk assessment in order to support possible triggers and reduce the likelihood of negative behaviour responses.

PSPs must be planned in consultation with the student and parents/carers and the home school. They must be reviewed on a regular basis and time-bound to ensure they meet the needs of the students in progressing forwards.

#### 7.e Individual Healthcare Plans (example in appendix 2) – Completed on admission

Individual healthcare plans (IHCPs) are used to ensure that TRS effectively support students with medical conditions. They provide clarity about what needs to be done, when and by whom. IHCPs are essential in providing effective support, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed and are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex.

The level of detail within plans will depend on the complexity of the student's condition and the degree of support needed. This is important because different students with the same health condition may require very different support.

Once a student has been accepted into TRS the completion of an IHCP is something that maybe commenced prior to the initial meeting however it will be at this meeting where plans will be finalised in partnership between TRS, parents and others who can best advise on the particular needs of the student. The aim of the plan is to capture the steps which a will be taken to help the student manage their condition and overcome any potential barriers to getting the most from their education and how they might work with others.

IHCPs should take into account reasonable adjustments and may require further consultation with school nurse and medical professionals and the assessment centre profiles. The IHCP will also inform the PSP risk assessment reduce the likelihood of negative behaviour responses.

#### 7.f Health Updates

As the needs of students are always changing so must the information used by TRS also be fluid as well. As such in order to ensure that a student is able to achieve their fullest whilst with TRS, we will always request regular health updates so that we can better inform our practices. Where an appointment or health update takes place parent(s)/carer(s) should always endeavour to ensure that TRS is kept up to date. Regular updates will be sourced through the TRS Mental Health Nurse and NELFT network, and these will be used to inform updates to timetables, onward provision plans, as well as academic and pastoral staff that will be involved in future oversight. School mangers are responsible for completing the relevant documentation for the mental health nurse to provided full health updates via the RIO system.

### **8. Support Systems for Poor Choices and Inappropriate Behaviour Reponses**

#### 8.a Sanctions

In the first instance, staff will use positive behaviour management strategies to manage conduct. If poor choices and inappropriate behaviour responses persist then sanctions could include:

- Catch-up learning time missed (up to 5 minutes in break or lunch time)
- Restorative tasks
- Withdrawal of privileges
- Detentions: Break-time (10 mins), Lunchtime (30 mins).
- Parental contact and discussion on appropriate sanctions in partnership.
- Time out for independent learning (variable time)
- Fixed term suspension (only the Executive Head can sanction this)
- Permanent exclusion (only the Executive Head can sanction this and in line with home-school procedures)
- Instances of poor conduct should be recorded in SIMS for each pupil to enable tracking of these.
- Review of SEND provision and review of the assessment centre profile
- Provision review with the home school
- NELFT health reviews and support pathways discussed with the Mental Health Lead

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the a time out method in response to serious or persistent breaches of this policy. Staff may request the presence of a school manger during lessons if a pupils is disruptive, I the pupil is removed from lessons they will be expected to complete the same work as they would in class, in an areas designated by the school manager.

#### 8.b Pupil Monitoring 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 mangers 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.

#### 8.c Exclusions/Suspensions

Fixed-term suspension/suspension or permanent exclusions from TRS re considered only as a last resort and are only undertaken when all other reasonable measures for inclusion, and sanctions have been applied. However, To achieve this, suspensions and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes - *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement DfE January 2022*

Suspensions will be applied in very serious cases such as persistent disruption or defiance, endangering others or self, violent conduct, extreme verbal abuse, racism, carrying of weapons, or illegal substances (drugs).

In cases when suspensions are applied TRS will notify the home school, parents and apply the appropriate notification on the digital front door. Suspensions will be considered only as a last resort.

Education Acts (Education and Inspections Act 2006, School Standards and Framework Act 1998 and Education Act 2002) have given teachers and non-teachers the power to discipline students for breaking a school rules, failure to follow instructions or other unacceptable behaviour. Furthermore, teachers are permitted to regulate the conduct of students when they are off site premises and not under the control of school staff. Thus, the claim that it 'happened outside of the site gate and is nothing to do with school' is no longer valid in many circumstances. It is important to note that any action committed by a student of this school which could be considered grounds for suspension or permanent exclusion.

Owing to the vast majority of pupils using taxi transport same day after school detentions are generally not suitable. However suitable sanctions may follow after consultation with parents/carers. It is important to note that parental permission for a detention is not legally required, although TRS will listen to reasonable requests for a change of sanction, and they must be applied in line with health needs.

Given recent events in the country, changes to the law and in order to avoid any ambiguity in the future:

- Any student bringing a weapon to school with intent to use it, or to threaten to use it, will be excluded and reported to the police
- Any student supplying drugs will be reported to the police.
- Any student who uses violence, the threat of violence or incites others to violence will be automatically considered for suspension and reporting to the police
- Any student making a false allegation against a member of staff which is intended to damage the reputation of that member of staff and/or delay TRS implementing its sanctions system, will result in a sanction.
- Any student deliberately self-harming in front of others, will be sanctioned. Pupils can be seriously triggered by this and there is always a need to safeguard pupils from harm and distress.
- Parental approval is not required for a detention to be set (if parents have been made aware of TRS's behaviour policy and if the detention is reasonable and proportionate). TRS, therefore, can treat a refusal to attend a detention, even if it is on the instruction of the parent, as a failure to follow a reasonable instruction. In such circumstances it would be reasonable and proper for TRS to apply a higher-level sanction according to its behaviour policy.

## **9. Searching Students and their Possessions**

The Executive Headteacher has a statutory authority to search and confiscate items from students that are prohibited, with or without consent (DfE Searching, screening & confiscation 2014). The Executive Head Teacher 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
- 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 student

### **9.a 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 student has prohibited items in their possession a search will be initiated.

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

### **9.b 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 student 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 student 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 students, staff and environment is an overriding factor.

### **9.c Extent of Search**

The student will not be asked to remove any clothing other than their 'outerwear' or any other item that is not worn next to the student'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.

### **9.d 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 student, 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.

## **10. Student Rights**

TRS are fully aware of, and respect individual student'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 students, staff and environment.

## **10.a 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 head teacher 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.

## **11. 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.

## **12. 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 students. The school's practices regarding reasonable force are in line with DfE Guidance<sup>1</sup>.

## **13. Drug Related Incidents**

TRS is dedicated to confronting the misuse and any incidences of possession, use, supply or agreement to supply illegal drugs on TRS's premises. The Executive Headteacher holds the overall responsibility of deciding how to respond to particular incidents, taking account of factors such as the age of the student concerned, whether the incident involved one student or a group of students and whether there is evidence of external pressure (e.g. from a peer group).

In cases where a student is found to be in possession of drugs on school premises this may lead to a permanent exclusion and where it is evident that a student is selling illegal drugs and the welfare of other students is at risk, permanent exclusion will always be an option the Executive Head Teacher will consider.

Where there is clear and continued need to provide drug education and support for a student, TRS may refer the student to a drug support programme such as one run by Kent County Council's Youth and Community Service and in some cases may make a reintegration into TRS conditional on attendance on such a programme.

As based on guidance from the DfE Circular 4/95 where drugs are found on a student or on TRS premises and/or where it is suspected that criminal activity outside TRS premises is taking place, the police will be informed in the interests of safeguarding the health and safety of young people in the area. TRS will inform the police in both these incidences and co-operate fully in any enquiries they may wish to carry out. Smoking or the consumption of alcohol are not permitted on TRS premises. Parents will always be informed of such incidents and, if necessary, the police. The range of sanctions will depend on the circumstances, but serious incidents could lead to suspension or permanent exclusion.

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## **Appendix 1 – Example Pupil Support Plan**

### **Pupil Support plan**

<b>Name:</b>	<b>School:</b>	<b>PSP design by:</b>
<b>My Diagnosis (need)</b>	<b>What is the definition of this need:</b>	
<b>What I need you to know</b>  <b>My need means that I .....</b>		
<b>How you can help me.....</b>		



**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)	

<b>Escalation</b> 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.	<b>Action to take</b>
1.	
2.	
3.	

<b>Possible interventions to help you in lessons;</b>	
What coping strategies would you prefer to use in school? Stress balls, time out, sensory box, quiet 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	

**Other agencies involved –out line present support**

<b>Name of Agency</b>	<b>Present support</b>

**Outside agency commitment**

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**School Commitment to ongoing support**

**TRS Commitment to ongoing support and time frames**

Meetings with NELFT/CHIN/Early Help/ on school site-School/mentoring

**Pupil targets (identified by the pupil/parents and school)**

- 
- 
-

**Outside agency support to reach pupil targets**

**Home School support to reach pupil targets**

**Rewards and Sanctions from TRS**

**Rewards and Sanctions form the home school**

**Parental Commitment**

**Pupil Commitment**

## Rewards and Sanctions form home

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## Reviews

<b>Arrangements for ongoing communication of progress with:</b>
<b>Pupil</b>
<b>Parent</b>
<b>School</b>
<b>Halfway review date.....</b>
<b>Final review date.....</b>
<b>PSP manager .....</b>

## Pupil risk assessment;

Risks graded as **Low /Medium/High**

**Low** – No current significant indicators of risk.

**Medium** – Current indicators are present, but the risk outcome is unlikely to occur unless additional risk factors intervene/arise.

**High** – Current indicators of risk are present, suggesting the risk outcome could occur at any time.

Risk	Control measure/action taken to minimise risk
Risk to young person	
Risk to others	

Risk to self/person conducting risk assessment	
Risks in environment	
Previous history	
Precipitating factors (triggers)	
Consultation advice from other known agencies	

**Notes:**

Consider **timing** of interventions.

**Record all actions, any referrals to be made and reasons for decision making.**

**Signed by:**

**Date**

**Agreed review date**

**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

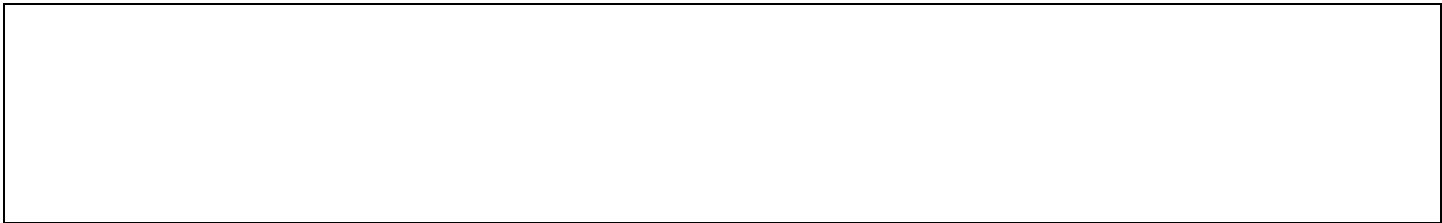
Describe what constitutes an emergency, and the action to take if this occurs

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																	

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 - 0-3    B = Behaviour - 0-3    T = Target - 0-3

## Appendix 4: letters to parents about pupil behaviour – templates

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the assistant headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Detention letter

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date  
\_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_