



# **Behaviour and Positive Handling Policy**

**April 2020**

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## Linton School

### Behaviour and Positive Handling Policy

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**Date:** 1<sup>st</sup> January 2020

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**Date:** 1<sup>st</sup> January 2020

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#### Useful links:

##### **Linton School**

<https://lintonschool.lancs.sch.uk/>

OfSTED Report: <https://reports.ofsted.gov.uk/provider/27/145242>

##### **Class Dojo**

<https://www.classdojo.com/en-gb/?redirect=true>

##### **Team Teach**

<https://www.teamteach.co.uk/>

## Our School

Linton School is an independent special school for young people with social, emotional and mental health difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

## Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centred curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

## The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

**More information about the school can be found in the school Prospectus.**

## **Legal Duty**

This school recognizes its legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, to provide a safe and ordered environment in which all children can flourish.

## **Statement of Behaviour Principles**

Good behaviour is central to all we do in this school. Children flourish best within an orderly, supportive environment where they feel secure and where their individual needs are respected. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and children will be given clear guidance on what is expected of them, in accordance with the school's ethos and values. The school's expectations and values will be shared with children in each class and with parents / carers as appropriate. We will work in partnership with parents / carers to ensure that the school's values become central to the lives of our children.

## **Key Premise of our Approach**

- We believe being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- We know that behaviour is a form of communication and the change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties - helps us to understand behaviour as a communication of an emotional need (whether conscious or unconscious), and respond accordingly.
- We operate a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. We regard children with behavioural difficulties as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support we support; "Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."
- We put relationships first. We promote strong relationships between staff, children and their parents/carers and foster a culture and climate of connection, inclusion, respect and value for all members of the school community.
- We maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe their educational environment needs to be high in both nurture and structure. Child need predictable routines, expectations and responses to behaviour. These are modelled appropriately, within the context of a safe and caring school environment.
- We recognise that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of a child are within their control. We therefore recognise the language of choice (e.g. 'good choice/bad choice') is not always helpful.

- We view behaviour systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- We encourage parental engagement and involvement which is absolutely crucial when addressing and planning support for children’s SEMH needs. “The parent-child connection is the most powerful mental health intervention known to mankind”

## 1. Introduction

Within Linton School, we aim to produce a safe and secure environment based upon nurturing each other, mutual respect and understanding where all can thrive. We aim to provide a safe and happy environment with a high quality of care to all of our members.

In order to achieve this:

1. We will nurture the emotional development of all members of the school community and promote mutual respect and responsibility.
2. We will provide effective teaching and encouraging the highest achievement for each child.
3. We will value the contribution each child makes to the life of the school and take account of individual’s needs.
4. We will promote an ethos of excellence and endeavour for all, in a caring setting.
5. To create an ethos of good behaviour in school in order to promote effective learning. This will ensure that children are happy, secure and safe.
6. To build a school community which upholds and demonstrates positive values and has links between home and school.
7. To promote good relationships and to ensure that all are treated fairly and shown respect.
8. To foster a sense of community and self-discipline within the school where children and adults treat each other with respect and courtesy; and to encourage children to carry these skills and values with them beyond the school family.
9. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour, reflecting the principles of British Values upheld by the school (democracy, rule of law, liberty, mutual respect and tolerance of those of different faiths and beliefs – please see ‘Promoting British Values’).
10. To provide a lively, safe and stimulating learning environment enabling all children to grow in independence and confidence; and manage their own behaviour.
11. To ensure educational continuity through liaison with local educational settings and other Caretech group schools.
12. To encourage our children to take risks, aim high and challenge themselves to see the word ‘fail’ as their ‘first attempt in learning’. We trust our children and they know that with this comes responsibility for themselves and each other.

## **2. Aims of this policy**

- To provide a shared understanding of “good behaviour” in school.
- To ensure that the organisation of the school promotes good behaviour.
- To build up good relationships between children and children, children and adults, adults and adults. Creating an ethos of mutual respect and trust, enabling co-operation in all aspects of school life.
- To promote high self-esteem in all our children.
- To encourage all staff in consideration of the impact of the learning environment, all areas of the school and activities that take place, on the behaviour of the children, in planning their teaching, classroom organisation, routines and out-of-class learning experiences.
- Create a consistent, positive structure within the school that will ensure that confrontation is avoided.
- To ensure we operate an attachment aware framework and differentiate according to pupils’ SEMH needs.

## **3. Roles and responsibilities**

Maintaining good behaviour is the responsibility of all staff, governors, parents and carers. We expect our staff and parents to be a good role model for our children as we develop their attitudes and behaviour for all aspects of life.

## **4. Promoting positive behaviour**

Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- Whole school and class lessons - where children are educated about social situations, recognising and identifying emotions and discussions which are all applied to our everyday lives and to our relationships with one another.
- PSHE opportunities throughout the curriculum, including themes on citizenship, friendship, anti-social behaviour, bullying, British Values etc.
- Circle Time, where children learn social skills and ways of communicating their thoughts and feelings in a positive, safe and nurturing environment.
- School Council – who support and help other children across school eg promoting fair and fun play on the school yard, helping infant children with routines, operating as ambassadors of exemplary behaviour within the school family.
- Outside speakers such as the school nurse, the PCSO, the Fire Brigade and members of the community.

As a trauma /ACE informed school all staff will look for indicators of SEMH including pupils who are displaying observable and active/ ‘acting out’ behaviours (e.g. those who are noncompliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) and those who display more passive behaviours (e.g.

those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak). No staff will view or label a pupil whose behaviour is externalized. Staff will see all behaviour as a form of communication, an indicator of emotions and will respond in an empathic and understanding manner. All staff recognise that early intervention is imperative for addressing both active and passive behaviours, to ensure that low level features/difficulties can be addressed early.

## **5. Rules and rewards**

**At all times we are positive about our children.**

### **Golden Rules**

We encourage children to:

1. Be respectful and fair.
2. Be honest and share.
3. Be happy, helpful, kind and polite.
4. To have a positive attitude.
5. To listen carefully and follow instructions.
6. To look after ourselves, each other and school.

### **Behaviour Curriculum - Rules**

To clarify expectations and be clear on school routines, the following behaviours need to be known to, and reinforced by, all staff including supply teachers, support staff, students and non-teaching staff.

Arriving at school

- Arrive at school by 8.45am
- Arrive quietly and sensibly into school.

In the classroom

- Wait your turn to speak;
- Listen to teachers, other children and adults;
- Look after the classroom by keeping it tidy and looking after equipment;
- Be kind and helpful, share equipment;
- Walk into the classroom quietly and sit down;
- Leave the classroom quietly;
- Follow instructions carefully;
- Work quietly and always do your best;
- Walk around the classroom.



#### At breaks and lunch times

- On the way out to play, go to the toilet if you need to, and collect your coat while your teacher or other adult supervises;
- Stay within the boundaries;
- Think about safety when you play, and act in a way that will not hurt others;
- Think about others, how they feel, what they may need;
- Return to class when you are asked to do so by the staff members.

#### During school meal times

- Make sure your hands are clean;
- Say “please” and “thank you” to all the staff who give you food and help you;
- Try not to spill food on the floor;
- Eat your dinner sensibly, quickly and talk quietly;
- Use your knife fork and spoon properly;
- Only speak when you are not eating;
- Leave your table and the floor clean and free of food.

#### In the toilet

- When you have used the toilet – flush it;
- Respect other peoples’ privacy;
- Make sure the taps are turned off after you have used them, be responsible about using the water;
- When you have finished, look to see if you have left the toilets clean and tidy.

#### During off-site activities

- Sit down on the bus or car and always wear your seat belt;
- Stay close to staff and only go where instructed;
- Look and think – remember road safety rules;
- Be polite and set a good example to everyone;
- Get changed quickly, quietly and sensibly at the swimming baths, or on outdoor activities;
- Respect your own and other people’s property;
- Obey instructions immediately.

## **Behaviour Curriculum - Rewards**

As a whole school approach we are aware that children communicate through behaviour. We have high expectations of all our children in terms of both achievement and behaviour and we actively look for the small improvements in behaviour, the little things that can be rewarded in order to raise self-esteem and confidence. We use positive language to reinforce expectations.

### **Class Dojo**

These are tokens that are awarded individually, in groups or as a class on the interactive Class Dojo's reward system, they are specific so the types of behaviour can be celebrated/discussed. Any member of staff can give Dojo points at any time to any child in school.

Once awarded a Dojo cannot be deducted.

### **Collecting Class Dojo Points**

Each class teacher will work out a system for adding the collected Dojo's onto the interactive system that works best for the class i.e. this could be:

- Class Dojos input by the teacher immediately onto the system.
- Class Dojos input by the children immediately onto the system.
- Class Dojos collected on a tally chart and then input onto the system by a member of staff or mentor at the end of the day.

### **Rewards for Class Dojo Points**

Children will be set an individual target for the week and can work with the class teachers and staff, where possible, to choose their rewards and therefore are working towards something meaningful to them. Rewards can be an external lunch, a trip to the park, an ice-cream, off-site horse riding, a cinema or trampoline park trip. Children can also choose to save their rewards and roll them over for a bigger reward.

### **Class Dojo for parents / carers**

Parents and carers can have access to Class Dojo and the school encourages them to do so. Staff put regular updates on Class Dojo and parents can keep up to date with what their child(ren) have been doing at school.

If you require Class Dojo log in details please speak to your child's form tutor and this can be provided.

## 6. Discipline in schools – Teacher’s powers and sanctions

### Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers can confiscate pupils’ property.

**See Linton School’s safeguarding policy for further details.**

If a child displays a negative, unacceptable behaviour then their name or initials will be written on a whiteboard that is clearly visible. This is their 1st warning. If the behaviour continues they may be asked to vacate the classroom to have some time to regulate their behavior. On occasions where the behaviours are escalating quickly others may be asked to vacate the classroom to provide a quieter environment to support the child/young person who is struggling.

**Every day is a fresh start.**

**Every new lesson is a fresh start.**

Low level disruptions include:

- Talking during lessons times and teaching input times
- Not listening
- Making noise
- Trying to distract others
- Answering back/showing disrespect

All incidents of negative behaviour will be treated on an individual basis.

More serious behaviours include:

- Hurting a child or adult
- Aggressive behaviour towards a child or adult
- Refusal to comply with an instruction that then results in either of the above bullet points
- Damage to property.

## Consequences

- Negative class dojo points
- Time out in class - child to have a designated safe space within the school for reflection time, calm down, etc.
- Missing time during breaks and lunches to catch up on work missed.
- Individual behaviour plan – including as necessary support from the SENDCo, Speech and Language Therapist, Occupational Therapist, pastoral team, parents, carers and external support agencies.
- Withdrawal from extra-curricular activities.
- Internal exclusions.
- Fixed term exclusions

In the use of consequences pupils learn from experience to expect fairness and consistency to be applied to consequences which differentiate between serious and minor behaviours.

Consequences must be applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Any major incident, act of violence, bullying incident can lead immediately to the most severe sanctions/ actions including Short term fixed and permanent exclusion/s may also be used at this stage and will be dealt with by the Head Teacher.

**Behaviour will be logged on CPOMS and will be regularly monitored by the Head Teacher, DSL's and SLT and shared with parents / carers and external agencies when appropriate and/or necessary.**

## **7. Contact with parents / carers**

Teaching staff routinely report on a child's behaviour and write termly reports. However, where a child's behaviour is causing concern class teachers will try to contact parents / carers informally at an early stage to seek their support.

## **8. Allegations**

All allegations will be taken seriously, investigated internally / externally and reported to the relevant external agencies where appropriate. Where it is appropriate to inform parents / carers this will be done promptly by the Head Teacher.

**See Linton School's safeguarding policy for further details.**

## 9. Staff development and support

Staff will receive training for managing behaviours and will undergo a rigorous induction programme that identifies the schools vision and ethos and how we work as a community to set high standards for behaviours. To meet the needs of all our children staff may also be trained on specific areas to help overcome barriers and support the children to the best of their abilities.

## 10. Working with local agencies

In cases of persistent disruptive behaviour, after consultation with the class teacher and parents / carers, the Head Teacher may call upon the expert advice of outside agencies to assess the specific needs of an individual pupil. This may include monitoring observations by external agencies and the development of more specific behaviour plans.

Managing transitions between school and other educational provisions, or school and the home settings will ensure the least possible disruption for the child's learning. This will involve information sharing between all concerned so that every opportunity is taken to promote a positive and 'new' start, whilst recognising the child's specific behavioural issues and the concerns of both staff and parents / carers.

## 11. Bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated.

Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community. The vision and values of the school should lead to a diminishing of any such behaviour.

The Anti-Bullying Alliance defines bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" (2015). It can happen face-to-face or through cyberspace (on-line, via social media or texting).

We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

- **S**everal
- **T**imes
- **O**n
- **P**urpose

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)

- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gesture, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent bullying

Bullying could be based on many things, including:

- Race
- Religion or belief
- Special Educational Needs or disability
- Culture or class
- Appearance or health conditions
- Sexual orientation or Gender identity (homophobic, biphobic, transphobic)
- Gender
- Related to home or other personal circumstances

### **Responding to bullying**

1. Staff will record the bullying incident centrally on CPOMS.
2. The Head Teacher, Rebekah Dennett will monitor incident reporting on CPOMS.
3. If an incident does occur the designated school staff will produce a report summarising the information which the Head Teacher will report to the governing body.
4. Support will be offered to the victim of the bullying from staff within the school setting.
5. Staff will proactively respond to the bully who may require support from the Occupational Therapists, Speech and Language Therapists or the Counsellor.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

### **Reporting bullying**

#### **Advice taken from 'Preventing and tackling bullying' July 2017**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern

under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

### **Harassing or threatening behavior/communications**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

**See Linton School's anti-bullying policy for further details.**

## **12. Racial Equality**

The school has a duty under the Race Relations Act 1976 to promote race equality. This means that there is a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

As a school it is particularly important that we help children to understand other cultures and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values – which include mutual respect and tolerance of those of different faiths and beliefs.

Racial abuse of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under

normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be.

Where a child is proved to have been involved in a further racist incident, parents / carers are contacted immediately and appropriate sanctions are imposed. The incident is recorded using LA guidelines and a copy of the report is sent to the LA and any incidents are reported at governing body meetings.

## **13. Exclusions**

The Head Teacher has the duty to maintain discipline and good conduct to secure an orderly learning environment. In furtherance of this, the Head Teacher has the right to exclude children from school at her own discretion, either temporarily or permanently.

1. Only the Head Teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.
2. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the Head Teacher's duty to notify parents / carers, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.
3. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
4. The behaviour of a pupil outside school can be considered grounds for an exclusion.
5. The Head Teacher may withdraw an exclusion that has not been reviewed by the governing board.
6. Any decision of the school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.
7. The Head Teacher must take account of their legal duty of care when sending a pupil home following an exclusion.



8. When establishing the facts in relation to an 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 Head Teacher should accept that something happened if it is more likely that it happened than that it did not happen.
9. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.
10. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:
  - eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
  - advance equality of opportunity between people who share a protected characteristic and people who do not; and
  - foster good relations between people who share a protected characteristic and people who do not share it.
11. These duties need to be complied with when deciding whether to exclude a pupil. Linton School must also ensure that its policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.
12. The Head Teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.
13. It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.
14. 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.
15. The threat of exclusion must never be used to influence parents / carers to remove their child from the school.

Refer to <https://www.gov.uk/government/publications/school-exclusion>

## 14. Policy for screening and searching pupils

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items.
2. Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. The legislation (DfE 'Behaviour & Discipline in Schools' January 2016) sets out what must be done with prohibited items found as a result of a search – weapons and knives must always be handed over to the police otherwise it is for the Head Teacher to decide when and if to return a confiscated item.

Where staff are suspicious that a pupil has any item listed above then they MUST follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to the Head Teacher who will in turn contact parents / carers to discuss the incident. The Head Teacher may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, School Nurse, Police etc).

### Searching

- School staff can search a pupil for any item if the pupil agrees.
- Head Teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
  1. knives or weapons
  2. alcohol
  3. illegal drugs
  4. stolen items
  5. tobacco and cigarette papers
  6. fireworks
  7. pornographic images
  8. any article that the member of staff reasonably suspects has been, or is likely to be, used:
  9. to commit an offence, or
  10. to cause personal injury to, or damage to the property of, any person (including the pupil).

- Head Teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Confiscating**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

More guidance and advice can be found on the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

**See Linton School's safeguarding policy for further details.**

## **15. Policy for positive handling / use of reasonable force**

This section refers and quotes directly from the document: Use of Reasonable Force Guidance – 2013: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of physical force by teachers and others authorised by the Head Teacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006 and was further clarified in the document above.

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. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Teachers can use 'reasonable force' to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom / site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment

Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop and explain the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil. It is advisable for a teacher/teaching assistant to summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path
- Holding
- Escorting a pupil by the hand or arm

### **Telling parents when force has been used on their child**

1. It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
2. In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and
  - the child's age
3. At Linton School we will record the incidents on CPOMs on the same day the incident took place.
4. Parents, carers and external agencies (where appropriate) will be told within 24 hours of the incident occurring where the school deem it appropriate to do so.
5. Staff will have weekly meetings in class where the incidents recorded that week will be discussed and staff will be debriefed to ensure that good practice is identified and support can be offered to both staff and pupils to reduce the incidents.
6. Children and young people will be debriefed verbally after every incident by a member of staff that was not involved in the incident and this will be recorded on CPOMs.
7. Parents / carers can request copies of the CPOMs reports by emailing the Head Teacher and these reports will be provided if it is safe and reasonable to do so.

8. Any complaints from young people, parents, carers or external agencies should go via the Head Teacher and these will be internally investigated and all the relevant parties will be informed of the outcome.

**See Linton School's complaints policy for further details.**

### **What about other physical contact with pupils?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

## **16. First Aid**

- Children who require First Aid are attended to by qualified First Aiders in school.
- Staff take opportunities during school training days to refresh their knowledge and understanding of First Aid.
- Any serious cases of injury to a child / staff member would result in the school contacting 111 for further information or 999 in the case of an emergency.

## **17. Child Protection**

Where adults in school have concerns about the well-being of a child, they should discuss the matter immediately with Rebekah Dennett, Sean Di Sora or Paul Barton, who are the school's Designated and Deputy Child Protection lead.

**See Linton School's safeguarding policy for further details.**

## **18. Pastoral Care**

The Governors and Headteacher will have due regard for the pastoral care and wellbeing of any member of staff of young person. At Linton School we have designated pastoral team to support young people during the school day and staff build positive relationships with all parents and carers to provide support to the wider family. Our Occupational Therapists, Speech and Language Therapist and Counsellor will also offer support to children, staff and families.

## **19. Monitoring arrangements**

This policy will be reviewed **annually** by Rebekah Dennett (Head Teacher). At every review, it will be approved by the full governing board.

## **20. Linked policies**

This policy links to the following policies and procedures:

- Safeguarding
- Admissions
- Anti-Bullying
- Curriculum
- Risk Assessments
- IT Acceptable Use and Information Sharing
- Staff Code of Conduct / Staff Behaviour
- Complaints
- Whistle-Blowing
- Preventing Extremism
- Children Missing from Education
- Additional Learning Needs
- Accessibility Plan
- Equal Opportunities
- First Aid / Medicines