

Behaviour & Discipline Policy Newland School for Girls

Policy reviewed and adopted
by the Board of Trustees

Summer Term 2 2024

Version

V4

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Responsible Committee:

Local Governing Body

Monitoring:

Trust Board

Related Policies

**Safeguarding Policy
Attendance Policy
PSHE Policy**

Where is this policy
published?

School Website

Contents

1 Thrive Charter	3
Thrive Mission Statement	3
Thrive Values	3
2 Introduction	3
3 Aims	4
4 Objectives	5
5 Implementation	5
6 Roles & Responsibilities	5
6.1 Teaching Staff	5
6.2 Non-teaching Staff	5
7 Rewards	6
8 Sanctions & Detentions	6
8.1 In Class Sanctions	6
8.2 B1 Warning- Self-corrective stage	6
8.3 Teacher corrective stage (B2)	6
8.4 Directorate remove (B3)	6
8.5 (B4) only recorded by Senior and Pastoral Mentors.	7
9 Smoking	7
10 Drugs and Alcohol on School Site	8
11 Mobile Phones	8
11.2 Confiscation of Mobile Phones	8
12 Uniform including hair, nails and piercings	8
13 Parental Involvement and Support	9
14 Restorative Practice	9
15 Positive Bystander	9
16 Detention	9
16.3 Late Detentions	9
16.4 B3 and B4 Detentions	9
16.5 Homework Detentions	10
17 One-to-One Support	10
17.1 Isolation Room	10

17.2 Reasons for Inclusion	10
17.3 Isolation Supervision	10
17.4 Behaviour Support Plan	10
17.5 Suspensions and Permanent Exclusions	10
18 Pupils with Complex Emotional & Behavioural Difficulties	11
19 Use of Restraint & Positive Handling	11
20.2 Power to Search Pupils without Consent	11
20 Minimising the Use of Force	11
21 Staff Authorised to use Positive Handling where Restraint is Required	12
21.2 Recording & Reporting Incidents	12
22 Public Sector Equality Duty	12
23 Person Responsible	12

1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe, for equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

3 Aims

3.1 The school aims to:

- foster standards of individual and social behaviour in school by developing mutual respect, so increasing self-discipline and social responsibility;
- establish and embed consistent rules so that effective teaching and learning can take place.

3.2 A positive climate for learning is the responsibility of every individual. A positive climate for learning is not just about a behaviour policy, it is also about:

- Outstanding teaching;
- An appropriate curriculum that motivates;
- Positive relationships between teacher and learner;
- Our inclusive school strives to meet the needs of all regardless of ability and ethnicity;
- Having the highest of expectations of and belief in students;
- Listening and acting on the student voice;
- Staff consistently implementing the school's guidance on managing a positive climate for learning in lessons and around school;
- Rewarding positive attitudes to learning

3.3 Staff have a responsibility to:

- Develop and build positive student relationships, making the effort to be inclusive to every student within their classroom and across the school;
- Be good role models, demonstrating the behaviours valued by the school;
 - Leading by example;
 - Being forgiving;
 - Using positive language;
 - Actively resolving issues and building relationships.
- Set high standards; to be consistent in the application of the non-negotiable rules, fairly to every child;
- Have clear and consistent boundaries;
- Praise good behaviour as well as good work, allocating N\$G dollars to reward students;
- Implement the school agreed procedures consistently;
- Communicate regularly with parents/carers regarding both positive and negative attitudes to learning;
- Take part in restorative practice until its successful completion

3.4 Students have a responsibility to:

- Attend daily and on time;
- Have a pen, planner and a school bag;
- Dress according to the uniform pledge; coats off in the school buildings and a blazer worn at all times around school;
- Turn off mobile phones and ensure they are kept out of sight at all times, if they are brought to school;
- Follow instructions from staff politely, first time of asking;
- Speak politely and respectfully to all, adult and child;
- Strive to achieve the highest standards at all time;
- Take responsibility for their own actions and seek to resolve situations and repair relationships restoratively when required;
- Communicate with staff and parents and carers to maintain positive mental and emotional well-being

amongst all students

4 Objectives

4.1 In partnership with pupils, parents and governors our objectives are to:

- enforce school rules to promote safety and good order, and communicate these rules clearly to pupils, parents and governors;
- apply rules firmly and consistently with high levels of supervision, and all staff to provide a good example in their behaviour towards pupils and each other;
- provide real opportunities for children to behave with fairness, consideration and responsibility, and nurture children's confidence and self-esteem by recognising all their achievements, social, sporting, academic and non-academic;
- listen with genuine interest to children and encourage them to listen, take turns, put others first, not leave others out and abide by the rules of games;
- ensure effective classroom management with a stimulating and suitably differentiated curriculum addressing the needs of all our pupils, promptly seeking appropriate advice and assistance;
- provide as interesting and pleasant a physical environment as possible, discouraging littering and vandalism and promoting respect for our environment;
- to develop and enforce an anti-bullying policy;
- to foster an inclusive environment for all, promoting community cohesion.

5 Implementation

5.1 The school uses a form of assertive discipline, coupled with restorative practice techniques and strategies. We use a whole school approach to rules, rewards and sanctions. As a school we have a fair and consistent approach to supporting children's behaviour.

6 Roles & Responsibilities

6.1 Teaching Staff

All members of staff have a joint responsibility in the implementation of this policy. Essential to this are:

- accurate and timely recording of specific issues;
- engaging in restorative practice;
- maintaining positive and open communication with parent/carers;
- seeking commonly agreed solutions;
- support from senior staff and external agencies when necessary.

6.2 Non-teaching Staff

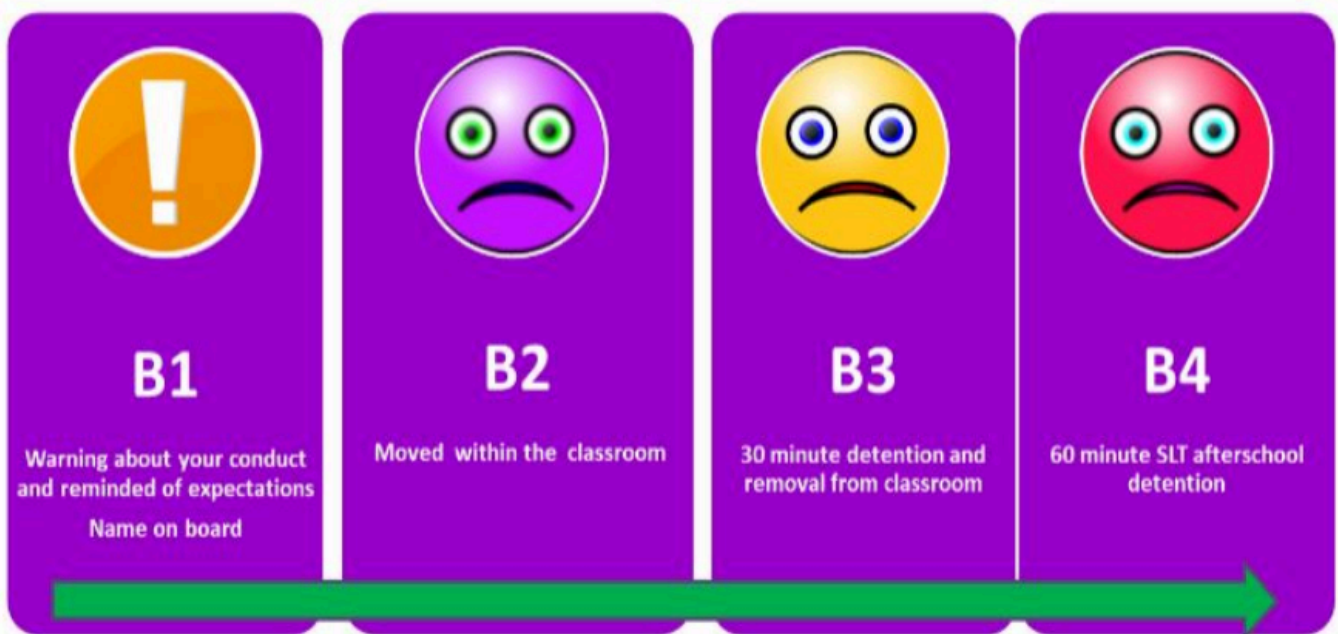
The Teaching Assistants support children in the classroom with a consistent approach to discipline and learning. It is expected teaching and non-teaching staff deal consistently with any identified behaviour issue.

7 Rewards

7.1 Rewards and praise is central to our ethos. At Newland School, students are rewarded with achievement points, (Newland Dollars N\$G) which can be exchange for items from the school shop, to purchase a variety of stationary goods, 'love to shop' vouchers, or students can buy replacement bus/lunch cards, a ticket for prom, or even food items from the cafe.

- 7.2 Students are rewarded in and out of lessons, for demonstrating a positive attitude to learning, good leadership skills, good progress, outstanding work, or for a significant contribution in lessons.
- 7.3 The students are automatically rewarded with 60 points each week if they have not received any referrals, otherwise these referrals are deducted from the total. The additional points awarded range from 5 points for good work, to 15 points for Star of the Lesson and 50 points for a Headteachers commendation. The points are collected and these contribute towards inter House competitions, they are shared weekly through Personal development lessons and are recorded by the students in their planner.
- 7.4 In addition there are termly rewards for high attendance and punctuality and outstanding behaviour and half termly Pride, Aspire and excellence awards to recognise outstanding achievement in lessons by students.

8 Sanctions & Detentions



8.1 In Class Sanctions

As a teacher you must be emotionally intelligent in how you deal with instances of poor behaviour in the classroom, and use a range of behaviour strategies to de-escalate the situation. Positive correction is a non-confrontational approach, where mutual respect is essential to positive relationships, and students are clear of the expectations and consequences.

8.2 B1 Warning- Self-corrective stage

Teacher reminds students of the expectations, and how their behaviour is affecting them. Name on board. Maintain a relationship, non-confrontational, maintain dignity on both sides. Provide options for the student so that they can correct their behaviour, self-regulation. Teacher informs the student of the B1 sanction and should be recorded on Arbor at the end of the lesson.

8.3 Teacher corrective stage (B2)

The teacher reminds the student again of the expectations, teachers facilitates an alternative seat in the

classroom. Tick on the consequence board. Remind students of the behaviour expected and if their behaviour doesn't improve, they will be removed from lesson, parents informed and receive a 30 minute detention. Teacher informs the student of the B2 sanction, and should be recorded on Arbor at the end of the lesson this will send an email to the parent or guardian outlining their child behaviour in lesson.

Where required:

8.4 Directorate remove (B3)

8.4.1 Second tick on the consequence board. Teacher should inform the student of the sanction and request support to the classroom. Students will be removed by a Pastoral mentor, who will discuss the behaviour with the student and the student will then be placed into an alternative classroom, within their directorate. The Arbor MIS system will automatically allocate a detention and the Pastoral Mentor will check its accuracy, and an email/text will be sent to the parent to notify them of this. At the end of the day the classroom teacher will then contact parents where they feel appropriate to discuss the student's behaviour.

8.4.2 Should they refuse the Directorate remove, they'll be placed into isolation for the remainder of the period.

8.4.3 Teacher will update Arbor with details of the incident and the action that was taken. If the student fails to attend a B3 detention this will be reset for the following day should they fail again a B4 detention will be arranged. If the student doesn't attend the B4, they will be placed in isolation the following day.

8.4.4 Chewing gum is one of the banned items in school due to the increasing damage that this is doing to school property. Students who chew gum will be given a B4 detention. This will not lead to a removal from the classroom. This will be logged on Arbor and an automatic email sent to notify parents of the 60 minute detention.

8.5 (B4) only recorded by Senior staff and Pastoral Mentors.

8.5.1 Arbor will automatically notify parents if their child has a B4 detention. The Pastoral Mentor will often follow this up by making contact with parents/Carers to inform them of the detailed reasons and confirm the after school detention.

8.5.2 Repeat B3's and B4's during a half term would mean students are placed on SLT report and can result in the student being placed on a behaviour learning plan.

8.5.3 Parents will be informed of all incidents which lead to the detention, isolation and/or inclusion of their child. This will be done by email from Arbor or a telephone conversation. Where a student's behaviour is a cause for concern, the pastoral mentor will invite parents in to discuss their child's behaviour and solutions and strategies to rectify it to bring behaviour in line with school expectations.

8.5.4 It is vital that parents are kept fully informed

9 Smoking/Vaping

9.1 The whole school is a smokefree site and therefore no student, member of staff or visitor should smoke or vape on the premises. Students should not bring cigarettes, vapes, matches or lighters to school and these will be confiscated if seen. Items confiscated will be disposed of and not returned to the parent or pupil.

- 9.2 Students are taught to lead healthy lifestyles; however, we know that some will still take the risk. Students found smoking or vaping on or near the site will be asked to put out their cigarettes, or stop vaping and to hand over any smoking/vaping related items. The member of staff should place a referral on Arbor and a B4 60 minute afterschool detention will be automatically set and a text/email sent to inform parents.
- 9.3 Those students found to be smoking or Vaping should be referred to L. Iveson for the Smoking Cessation Programme.

10 Drugs and Alcohol on School Site

- 10.1 Students should not bring illegal drugs or alcohol onto the school site. Staff who consider that a student may be under the influence of either drugs or alcohol should contact a member of the Senior Leadership Team immediately who will investigate (this may include a bag search) and if deemed necessary arrange for the student to go home with a parent. Conversations with the parent regarding support will take place. Dealing in drugs on the school premises would be a police matter. Students caught in possession of drugs and/or alcohol, using or dealing, will be suspended from school pending a decision of permanent exclusion.
- 10.2 Prescription or non-prescription legal medication should not be carried around by pupils. All medication should be handed into student services for safe keeping.

11 Mobile Phones

- 11.1 We believe, along with an increasing number of educational professionals, that students benefit from a complete break from the pressures mobile devices can give when they are in school, including the pressures from social media and the distractions that they bring. Therefore, students must not use their mobile devices anywhere on the school site.

When referring to mobile devices, this includes; mobile phones, audio/music devices, video devices, etc. We appreciate that some students have a long journey to and from school and that parents and carers may feel more reassured if they are able to contact their child during this journey. For this reason, students are permitted to bring a mobile device into school, as long as it is switched off (not just on silent mode) and in their bag out of sight from the time they enter the school grounds until they leave the school grounds at the end of the day.

If students do not meet this expectation, appropriate sanctions will be put in place.

11.2 Confiscation of Mobile Phones

- 11.2.1 Staff who confiscate a mobile phone from a student are responsible for its safe keeping. The phone should never be left unattended on a desk or placed in an unlocked drawer following confiscation. The phone must be taken personally to the school office for safe keeping as soon as is practicably possible.

- 11.2.2 A referral will be logged on Arbor by the school office.

- 11.2.3 The office will keep a record of the phones confiscated and send a text home.

- **First occurrence** - mobile devices confiscated, ARBOR referral and parent informed. Students will be able to collect them at the end of the school day.
- **Second occurrence** - mobile devices confiscated, ARBOR referral, returned only to an adult named on the school system.

- **Third occurrence** - mobile devices confiscated, returned only to an adult named on the school system, along with a 30-minute after-school detention.
- **Fourth occurrence** – parents/carers invited into school to discuss and collect the devices, a ban of the student carrying mobile devices for the remainder of that term.

Should you need to contact the school in an emergency situation during the school day, please contact the main reception on 01482 343098. Should your child need to contact you in an emergency situation during the school day, they should contact their pastoral year team.

12 Uniform including hair, nails and piercings

12.1 Students are expected to follow the school dress code.

White Blouse/Shirt

Students in all year groups must wear a plain white, collared blouse/shirt, that button to the neck.

Black V neck jumper

Students across all year groups can wear a black v neck jumper under their blazer, if they wish. This is optional. Round neck jumpers, hoodies and sweatshirts are not allowed.

Trousers & skirts

All students must wear a plain formal black straight leg trousers or a knee length skirt.

Skirts must be knee-length. They may not be tight or in a stretchy material. Plain black tights may be worn with skirts.

Trousers must be plain, full-length, without decorations or accessories (including zips).

Leggings, jeggings, chinos, or jeans are not allowed.

Shoes and socks

All students must wear plain, black, formal shoes, without logos, brandings, or markings. All shoes must be flat. Platforms and high heels are not allowed in school. Trainers and canvas shoes such as 'Vans' are not acceptable. Socks should be plain and black.

Jewellery

One small stud per lobe is allowed as well as a watch.

All other jewellery is not allowed in school. This includes necklaces, bracelets, body and facial piercings.

Failure to comply with removal will result in severe sanctions. Persistent infringements will result in contact home and a parent required to collect jewellery.

Headscarves, hairstyles, make-up

We allow natural make-up. False eyelashes are not allowed. Eyelashes should be of natural appearance.

Headscarves may be worn for religious reasons. They must be fully black & fastened securely allowing for lanyards to be on display.

Nails

Nails must be a short, safe length. The school does not allow false or acrylic nails.

Bags and equipment

Equipment, school planner, and PE kit must be carried in a bag. All students must attend school with a bag and the proper equipment everyday.

The PE kit may be stored in a locker, which can be purchased for £5.

Lanyards

All students must wear their NSG student lanyard with student card at all times when on the school site.

PE Kit

All students must wear an NSG PE top. Students must wear plain black shorts or plain black, full length, thick lycra sports leggings or the NSG skort. Students must have a pair of trainers to change into however, trainers must not be worn to any other lessons. Students can also wear additional items for outdoor lessons, such as

plain black jogging bottoms. Students must not arrive at school wearing PE kit if they have their PE lesson period 1 nor leave in their PE kit at the end of the school day.

Students who wear a headscarf during PE lessons, should ensure they are securely fastened and not with a pin. Preferably an all in one scarf.

Summer Uniform is able to be worn for the summer term only. The white shirt and school tie can be replaced with an NSG logo purple polo shirt (available to purchase from the school). Adherence to all other aspects of the school uniform is mandatory.

12.2 As students enter the school buildings at the start of the school day and after lunch, duty staff will check that students are dressed appropriately and ready to learn with a planner.

12.3 Hair styles should not be extreme e.g. no undercuts or shaved heads and hair colours should be natural.

13 Parental Involvement and Support

13.1 On some occasions low level persistent disruption will result in parental contact. If low level disruption continues parents will be contacted and punishments put in place.

13.2 If persistent poor behaviour occurs parents will be contacted and invited into school to discuss their behaviour and students may be placed on a behaviour learning plan.

14 Restorative Practice

14.1 Fundamental to the success of these key principles is the implication and use of restorative practice. We use a restorative approach to resolve situations where harm has occurred, this could be following disagreements between peers, to the disruption or defiance caused in the classroom. Students and staff will be asked to participate in a restorative conversation, where the purpose is not to ascertain blame, but to accept responsibility for the harm caused and to resolve any issues and to repair relationships. Both staff and students are expected to fully immerse themselves in the process, and the process should be continued until a successful resolution has been achieved.

14.2 Within a lesson there may be an occasion where a referral is given to a student. If the student is removed from a lesson (B3) we expect the member of staff and student make positive efforts to build a positive relationship to ensure future learning is not impacted by discussing what needs to improve and setting targets to build over the next 4 lessons. Should a B3 occur again from the same lesson with the same member of staff, within the 4 lessons, a pastoral or senior member of staff will facilitate an RP session between the member of staff and the student. Should a B3 occur after the 4 lessons, the Director of Learning intervenes to ensure future learning is not impacted. If B3 behaviour persists, parents will be invited to be part of the discussion.

15 Positive Bystander

15.1 It is the school expectation that children who are witness to incidents that occur on school premises behave in a responsible manner, any pupil found to be filming an incident and sharing this on the internet will be reported to the police and excluded from school.

16 Detention

16.1 Detentions may be organised by individual teachers, directorates and Pastoral Mentors as they see appropriate. It is never appropriate to detain a whole class as a result of actions by one or a few individuals.

16.2 Students should not be delayed for more than 10 minutes at the end of the school day to ensure that they catch school transport. Beyond 10 mins although the school does not have to provide 24 hours notice of a detention we will because of the travel situation. Parents are informed that the school is issuing a detention; there is no appeal against the decision to impose a detention.

16.3 Late Detentions

Whole school detentions occur at lunchtime for those students who are late to school and for those students whose behaviour has been deemed unacceptable, after school. Detention slips will be issued in the morning for all those signing in after 8.45am and detention slips will be issued. This detention will be from 12.30- 12.50.

16.4 B3 and B4 Detentions

Detentions are supervised by a senior member of staff and all detentions are recorded on Arbor. A B3 detention is 30 minutes at lunch time 12.30-1.00pm and a B4 detention is 60 minutes after school from 3.15-4.15pm.

16.5 Homework Detentions

Directorates will impose homework detentions when a pupil does not complete homework for a second time. These are logged on Arbor and the students provided with a sticker for their planner. These take place during specified lunchtimes depending on the subject and directorate. Persistent failure to complete may result in an after school detention.

17 One-to-One Support

More serious offences may mean the child spends time in a room, away from their usual classroom. This is at the Head's discretion and offers an alternative to exclusion. Parents will be informed.

17.1 Isolation Room

The aim of the isolation room is to reduce the number of fixed term exclusions and to modify poor behaviour. Where possible, contact will be made in advance to ensure that the parents are fully informed of the reasons for the action. The isolation room is used for an immediate sanction, and students can be placed in the provision for a single period, or up to three days, depending on the severity of the incident.

17.2 Reasons for Inclusion

- Fighting
- Swearing directly at staff
- Persistent truanting
- Persistent defiance/disruption
- Theft/vandalism
- Failure to successfully complete - repeat day in insolation
- Anything which may be an excluded offence.

17.3 Isolation Supervision

17.3.1 The isolation room is a controlled environment within the school, and it is expected to have high standards of behaviour, and completion of all work set. A log is completed throughout the day, and needs to be successful to avoid further consequences. Isolation is from 9am to 4.15pm. Students enter via a separate entrance accessed from the front of school; students placed in isolation should not enter the site any other way.

17.3.2 Should a students' behaviour deteriorate, to the point of distracting others, their parents will be contacted for support, and students will be at risk of being suspended, before repeating the sanction.

17.4 Behaviour Support Plan

For repeated serious offences, or for those at risk of exclusion, pupils may need a Pastoral Support Plan. These are managed by the SENCO or other senior members of staff. Parents and other relevant agencies will be invited to attend these meetings. Class teachers will be expected to liaise with parents and inform parents if the child has had a good day. There will be follow up meetings dependent on the progress made by the child. These will normally occur once a fortnight, however, the final decision on timings will be decided at the PSP meeting.

17.5 Suspensions and Permanent Exclusions

17.6 Only the Headteacher of a school can suspend a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed-term periods (up to a maximum of 45 school days in a single academic year), or permanently excluded in exceptional cases (where further evidence is required). A fixed period suspension may be extended or converted to a permanent exclusion. This guidance is based on the statutory guidance from the Department for Education:

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

17.7 Permanent Exclusion

17.7.1 The decision to permanently exclude a pupil will be taken in response to:

- A serious breach or persistent breaches of the school's behaviour policy;
- Where a pupil's behaviour means allowing the student to remain in school would seriously harm the education or welfare of the student or others in school.

17.7.2 The Headteacher may consider a serious breach of the behaviour policy to be any of the following, however, it is not possible to foresee all possibilities and this list should not be deemed exhaustive:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or inappropriate sexualised behaviour;
- Malicious accusations against staff or other students;
- Assault;
- Being in possession of, under the influence of, or supplying an illegal drug or under the influence of substances
- Carrying an offensive weapon;
- Absolute refusal to conform to reasonable requests by staff.

17.8 Roles and Responsibilities

17.8.1 The HT will immediately provide the following information, in writing, to the parents of a suspended pupil

- The reason(s) for the; suspension
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent;
- Information about the parents’ right to make representations about the suspension/ exclusion to the governing board and how the pupil may be involved in this;
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend;
- The HT will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this;
- If an alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:
 - the start date for any provision of full-time education that has been arranged;
 - the start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant;
 - the address at which the provision will take place;
 - any information required by the pupil to identify the person they should report to on the first day
- Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of exclusion, in which case the information can be provided with less than 48 hours’ notice with parents’ consent

18 Pupils with Complex Emotional & Behavioural Difficulties

18.1 A range of strategies will be used to support pupils with more complex needs, to avoid exclusions wherever possible. These include:

- Individual Behaviour Plans;
- Self-esteem programme;
- Close liaison with home;
- Referral to Behaviour Referral Unit (SENCO).

19 Use of Restraint & Positive Handling

19.1 The Headteacher and senior management recognise the serious implications for all concerned when the use of physical intervention becomes necessary. In particular, they acknowledge the stress and very real anxiety that such actions can and do generate in children and young people, parents/carers and staff. With this in mind, the school follows procedures to ensure everyone has a positive and safe way of responding to behaviour that requires the use of physical intervention.

19.2 Power to Search Pupils without Consent

19.2.1 In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search of student if they are believed to be carrying “prohibited items” that could cause risk to them or others.

20 Minimising the Use of Force

20.1 In order to minimise the use of force, staff work within the framework of the following principles and procedures:

- creating and maintaining a calm environment that minimises the risk of incidents arising that might require using force;
- using Social and Emotional Aspects of Learning approaches to teach pupils how to manage conflict and strong feelings;
- de-escalating incidents if they do arise;
- only using force when the risks involved in doing so are outweighed by the risks involved in not using force;
- using positive handling plans for individual pupils.

21 Staff Authorised to use Positive Handling where Restraint is Required

21.1 Members of the School Leadership team have been trained appropriately in the use of restraint techniques 'Team Teach' and should be called upon if such a need arises. Decisions on whether or not physical intervention is necessary, will be made by the headteacher. If any restraint techniques are needed, details of the incident must be recorded.

21.2 Recording & Reporting Incidents

All incidents involving restraint and/or the use of significant force must be recorded using the CPOMS online system and logged on Arbor. This record must be completed on the day of the incident and include the names of all members of staff involved and any witnesses. It is the responsibility of the lead teacher involved in the incident to ensure a phone call is made to the child's parents/carers on the day of the incident.

22 Public Sector Equality Duty

22.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination;
- advancing equality of opportunity and;
- foster good relations across all characteristics.

22.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

22.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Newland School adheres to these statutory regulations.

23 Person Responsible

Updated Summer 2024

Reviewer: Headteacher

Summer 2025