



Long Lawford Primary School

Love, Learn, Persevere and Succeed

Relationships and Behaviour Policy

Approved by:	Head teacher	Claire Stringer
	Chair of Governors	Sharon Smyth
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1. Rationale

At Long Lawford Primary School, we are a school who uses a relational and restorative practise approach. We want our Relationships and Behaviour Policy to reflect our insight and understanding of the needs of our children and how this contributes to supporting children to be able to regulate their feelings and behaviour in order to communicate in a positive manner so they can be ready to engage with their learning.

We believe that developing relationships, responding, calming, repairing and restoring as well as guidance on working on relationships in the classroom and through a graduated response is what makes a difference to our pupils' behaviour.

It is imperative we offer our children the security and relationships needed to meet their individual wellbeing and mental health needs and guide them along their journey to be able to **Love, Learn, Persevere and Succeed**; our school aims.

We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our children. We consider that behaviours which challenge happen for a reason and may, in that moment, be the only way a child can communicate.

Children who display, or are at risk of displaying behaviours which challenge, may need support which involves both positive support and intervention and also some form of restorative practice. Restorative practice is about creating and maintaining respectful and trusting relationships. It is about working WITH people, rather than just "doing to" or "doing for", supporting children to understand themselves and working with them to achieve desirable behaviour expectations.

2. Aims and Expectations

It is the aim of this policy document to demonstrate how the school fosters and maintains a sense of community and the good behaviour of its pupils. This is achieved by:

- creating a culture of exceptionally good behaviour: for learning, for community, for life
- ensuring that all learners are treated fairly, shown respect and to promote good relationships.
- helping learners take control over their behaviour and be responsible for the consequences of it.
- building a community which values kindness, care, good humour, good temper and empathy for others.
- Promoting community cohesion through improved relationships.
- ensuring that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

- To provide guidance to staff, parents and carers, governors, and other stakeholders on how to support our children to manage and regulate their feelings, communicate their words and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of behavioural needs.
- Teach appropriate behaviour through positive interventions.
- Build good relationships in school.

4. Consistency of approach

In implementing this relationships and behaviour policy, Long Lawford Primary School acknowledges the need for consistency:

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring "certainty" at the classroom, and SLT level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

- Consistent **positive reinforcement:** routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **expectations** referencing promoting appropriate behaviour.
- Consistent **respect from the adults:** even in the face of disrespectful learners.
- Consistent **models of emotional control:** emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced **rituals and routines for behaviour** around the site: in classrooms, around the site and at the school reception.
- Consistent environment **code of conduct** evident, **core values.**
- Consistent staff **support** of each other at all levels.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority." Paul Dix

5. Our School Rules

At Long Lawford Primary School our school rules are the 3R's;

- Be ready
- Be respectful
- Be responsible

At the beginning of each term staff will remind children of the school rules, as well as reminders throughout the year. These are also displayed in every classroom and around the school as a reminder of our expectations for all.

These rules and Phrases' are common place in our school and form part of our daily language.

6. Roles and Responsibilities

All staff every day will

1. Meet and greet children at the classroom door.
2. Refer to Ready, Respectful, Responsible - the behaviours they expect to see.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Use an approach that recognises positive behaviour throughout the day.
6. Remain calm and give 'take up time' when going through the stepped approach.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving inappropriately.
9. Operate principles of restorative practice with all pupils.

LMT

The Leadership and Management Team (LMT) are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners as follows:

1. Meet and greet learners at the beginning of the day.
2. Be a visible presence to encourage appropriate conduct.
3. Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations.
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations.
5. Encourage use of positive notes and positive phone calls.

SLT will

1. Meet and greet learners at the beginning of the day.
2. Be a visible presence across the school and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex needs.
6. Support and empower staff to have restorative conversations.
7. Use behaviour data to target and assess school wide behaviour policy and practice.
8. Stand alongside staff members, showing a united front, and empowering them to take ownership of the behaviour within their own class.
9. Ensure induction of new staff in this policy.

Pupils will:

1. Follow the school rules of "Ready, Respectful, Responsible"
2. Take growing responsibility for their environment and for their own learning and conduct.
3. Be a good role model to others.
4. Participate in restorative conversations with class teachers if they encounter difficulties.

Parents / Carers will:

1. Follow the school rules of "Ready, Respectful, Responsible"
2. Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education.
3. Foster good relationships with the school and support the school in the implementation of this policy.
4. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
5. Reinforce the expected standards of behaviour on the school site with their own children.
6. Model expected behaviours while in and around the school site.

7. Getting the Basics Right

We believe that visible consistency makes everyone feel safe and ensures that clear routines and boundaries are in place for our school community to follow. These simple consistencies are key to the success of the policy and should be adhered to by all.

Before school	No games/riding bikes/scooters on the playground. Children come straight into the classroom door at specified times.
Welcoming children (Meet and greet)	At the start of the day, children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door. During the day at transition points staff should be in the doorways as children are entering.
Playtimes/ End of lunchtimes	Staff need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are lined up and ready to go into school
Assemblies	Children need to come into Assembly in silence. It is the Class teacher's responsibility to ensure this. Children should remain silent throughout Assembly as appropriate.
Movement around school	Children are expected to walk on the left-hand side and in silence in the corridors
When going to lockers	Children should be supervised by an adult in the corridor.
In the playground	Children should not climb on furniture / play equipment or go onto grass when out of bounds. Children should remain on the playground and not wander around school unsupervised
Dining room	Children should be walked to halls by class teacher. When entering the hall, they should walk in quietly and remain quiet throughout the time in the hall. (Children are not expected to be silent but use appropriate voices and behaviour).
After School	No unsupervised games. Children who are not with parents and are walking home should do so immediately.
Uniform/Equipment	Children are expected to be ready for learning and this includes having appropriate/correct uniform and equipment. It is the teacher's responsibility to monitor this and must address any issues
Classroom behaviour	Children are expected to follow the expectations and routines of the teacher in the classroom. The teacher should ensure these are clear and reinforced regularly.

8. Positive Behaviour Recognition

We focus on recognising and praising desired behaviours.

Classroom level

1. Praise for good choices.
2. Table points.
3. Individual reward charts for those identified as needing this approach.
4. Stickers.
5. Mention/Note/postcard/phone call to parents.

School level

1. Star awards -Each class teacher chooses a 'Star of the Week' every week.
2. Achievement Assemblies.
3. Hot Chocolate Friday - each teacher nominates 1 child to join SLT for hot chocolate.
4. Positive postcards.
5. House points/House Rewards/House Cup.

9. Our House System

At Long Lawford Primary School we believe in highlighted and celebrating positive behaviour and a culture of respect, community, and high expectations. To embody this belief, we have a whole school House System.

The children and staff across the school are split into 4 houses. All houses will have representatives from each year group and staff. These act as teams, smaller communities within our wider school community. As children and staff go about their day, they are able to earn House Points for

demonstrating our 3R's; **Ready, Respectful and Responsible** and for demonstrating our School Values; **Love, Learn, Persevere and Succeed**. These house points are then collated in our new house display, with the winning house announced each week during our achievement assemblies.

Every half term the house with the most points will win the House Cup. We also hold regular House Days, House Assemblies and competitions.

Our 4 houses are:



10. Managing behaviour that challenges

All staff should recognise that behaviour is a form of communication. Engagement with learning is always the primary aim. For most children, a gentle reminder and nudge in the right direction is all that is needed.

- Putting relationships first.
- Taking a non-judgemental, curious, and empathic attitude towards behaviour. We encourage all adults to respond in a way that focusses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Maintaining clear boundaries and expectations around behaviour.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see. All learners must be given "take up time" in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.* Learners are held responsible for their behaviour.

All adults in school should use a relational approach and positive reward/recognition to encourage good behaviour. This includes midday supervisors, cleaners, admin staff and supply teachers.

Our graduated response approach is outlined below. At every part of this approach, relational practise is used by staff, de-escalation and emotion coaching techniques are employed and restorative conversations will be held when appropriate.

Steps



Step 1 - Redirection

Gentle encouragement, a "nudge" in the right direction, small act of kindness check they are okay – active listening.



Step 2 – Reminder

A reminder of the expectations delivered privately wherever possible. The teacher makes learner aware of their behaviour. Emotion coaching. The learner has a choice to do the right thing. (Give take up time) Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.



Step 3 – Caution - Time out in class

A clear verbal caution making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Give the learner a chance to reflect away from others. (Separate table, area of the room).



Step 4 – Internal Referral – Time out of class

At this point the learner will be referred internally to another room in the key stage for 10 minutes to reflect. All internal referrals will be recorded on CPOMs. The receiving class teacher does not need to discuss behaviour with child.
Parents should be informed.



Step 5 – Internal Reflection – Time out of Class

If behaviour continues to escalate or the learner is displaying dysregulation and it is identified that a longer period away from the classroom may be beneficial then they will be in internal reflection for a part or all of a day. During this time expectations are reset, and restorative practises used to learn lessons from behavioural incidents. **Recorded on CPOMs and parents informed.**

11. Behaviour Resolutions

Some behaviours that challenge will require certain resolutions to resolve and repair. This will be discussed with the child. These may include the following consequences:

- a verbal reminder of the expectations of behaviour.
- the setting of tasks such as an account of their behaviour, reflective activities, group work to resolve difficulties.
- restorative conversations.
- loss of privileges – for instance, the loss of a reward time.
- loss of time at break or lunch.
- natural consequences being highlighted for the child as result of actions.
- school based community service, such as tidying a classroom.
- behaviour monitoring/check-ins.
- suspension.
- in the most serious of circumstances, permanent exclusion.

Restorative conversations allow for these to be discussed with the child and for them to be a part of the process of deciding on appropriate resolutions.

12. Supporting behaviour that challenges

Most behaviour should be dealt with within our graduated response approach.

Some children may need some additional emotional support or support with restorative conversations and behaviour choices. Children are supported by our Inclusion Team and outside agencies. Children also may have access to our HUBs and receive intervention support to help with meeting needs. Some children will have a Positive Intervention Plan (PIP) or Pastoral Support Plan (PSP) to address particular needs and these should be adhered to in addition to the usual behaviour policy.

If one or more children is struggling with inappropriate behaviour, a number of bespoke interventions, such as a "Circle of Friends", social skills groups, friendship/relationship support, will be put in place; run by a specialist Teaching Assistant or Learning Mentors, to support the struggling child/children in developing personal awareness, social and self-management skills.

If behaviour is consistently poor, as shown by internal referrals/internal reflection and several restorative conversations or becomes a cause for concern, there will be a formal meeting with the class teacher, phase leader and parents. There will then be agreed targets that will be monitored over the course of two weeks. Parents will always be informed at this stage. Support from the Inclusion Team will be used to meet these targets. If children are unable to show progress towards these targets at this stage, then further meetings will be arranged to discuss next steps with SLT, SENDCo or the Assistant Headteacher for Behaviour and Inclusion.

Additional information regarding the support we offer is available in our 'SEND and Inclusion Offer'.

13. Internal Reflection

In some circumstances it may be necessary to remove learners from a classroom/activity for a period of time (Step 5; Internal Reflection):

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- to allow the pupil to regain calm in a safe space.

This stage may be taken sooner in the approach if it is needed to ensure safety.

This removal from class should be distinguished from the use of safe spaces and our HUBs for non-disciplinary reasons, such as sensory breaks, emotional regulation support.

The use of Internal Reflection will allow for the continuation of the learner's education in a supervised setting. The continuous education provided may differ during this time to the mainstream curriculum but will still be meaningful for the individual child and tailored to meet their needs and behavioural difficulties at the time.

Parents/Carers will be informed on the same day if their child has been removed from class.

During this time restorative conversations will take place and strategies to support the needs of the learner moving forward will be discussed. Reflection sheets will be completed during this time and added to CPOMs. Transition/reintegration plans will be implemented to support the child's transition back to the classroom environment following internal reflection.

14. Serious Breaches

A **serious breach** is an incident that may lead to an internal exclusion, a fixed term suspension or a permanent exclusion. Alternatives to suspension, where appropriate, will be sought.

Serious breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, defiant refusal, and disruptive behaviour in class which impacts on learning and teaching. This type of behaviour is generally rare, and it is the responsibility of the members of the SLT, who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage being recorded.

Procedures for Dealing with More Serious Incidents

- A verbal warning by the Headteacher, Deputy Headteacher or Assistant Headteacher as to future conduct.
- Withdrawal from the classroom for a session or the rest of the day.
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, then suspension procedures are implemented in consultation with the Governing Body.
- Permanent exclusion after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to suspend.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away.

In addition to the above, all major breaches of discipline will be recorded on CPOMs.

15. Suspension or Permanent Exclusion

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension and permanent exclusion in response to serious breaches of our Relationships and Behaviour Policy or in response to persistent poor behaviour which has not improved following our graduated response approach.

The Headteacher has the power to permanently exclude a child from school immediately in exceptional circumstances such as:

- Serious actual or threatened violence against another child or a member of staff.
- Sexual abuse.

- Supplying an illegal drug.
- Carrying an offensive weapon.

If the Headteacher or Deputy headteachers suspends or permanently excludes a pupil, the school informs the parents/carers immediately, giving reasons for this. At the same time, it is made clear to the parents that they can, if they wish, make representations to the governing body. The school ensures that the letter outlining the reasons for suspension or permanent exclusion informs the parents how to make any such appeal. School will also notify the Local Authority of any suspension/permanent exclusion.

Reintegration plans will be put in place following any suspensions to support the child's successful return to school. This will be discussed in consultation with parents/carers and the child.

The school complies with the DfE guidance for 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' published in September 2022.

16. Pupils with Special Educational Needs

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Where pupils have special educational needs there may be situations where the graduated response approach, resolutions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENCO/ Headteacher /Deputy Headteachers/Assistant Headteacher/Inclusion Team and class teacher. Key staff may need to liaise with external agencies as necessary.

Additional information regarding the support we offer is available in our 'SEND and Inclusion Offer'.

17. The Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DfE guidance; "Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies." Teachers at Long Lawford Primary School never use force as a punishment for undesirable behaviour. We are a Team Teach trained school. Team Teach is all about de-escalation strategies and how to support children in crisis. However, it may at times be appropriate to physically intervene. Key staff have been trained to move, handle and hold children to keep them safe and only when it is in the best interests of the child.

Team Teach moving and handling techniques may be used when:

- a child is hurting themselves
- a child is hurting someone else
- a child is causing damage to school property
- a child is committing a criminal offence
- a child is demonstrating behaviours that are prejudicial to maintaining the good order and discipline either in school or when off site (e.g., attending a school trip).

The decision to do this is made by the trained lead adult at the time of the incident. All members of staff have a legal power to use reasonable force. Reasonable adjustments will be made for children with disabilities and special educational needs. De-escalation is the first strategy and handling children is a last resort. The inclusion team works with every child after experiencing crisis to explore triggers and any support needed to ensure crisis is avoided as much as possible. Where children have been moved and handled, a form is completed and countersigned. The Headteacher is always

informed. The incident is recorded in a bound book and on CPOMs and reviewed. Parents are informed.

We comply with the Department for Education guidance regarding Use of Reasonable Force (2013).

18. Monitoring and Evaluating Behaviour

At Long Lawford Primary School we use an electronic behaviour recording system called CPOMs. This allows use to record positive behaviour and behaviour that has challenged incidents.

Behaviour will be logged under the following headings:

- Positive behaviour
- Bullying
- Defiance
- Disruptive Behaviour
- Damage to property
- Physical aggressive against an adult
- Physical aggressive against a peer
- Verbally aggressive against an adult
- Verbally aggressive against a peer
- Child-on-child abuse
- Bullying Related Issues
- Cause for Concern
- Team Teach Incident

This is monitored throughout the day by SLT. Robust monitoring of behaviour data and incidents is undertaken by the Assistant Headteacher for Behaviour and Inclusion. Regular meetings are held by the Inclusion Team to review support needed for individual children.

Behaviour data and analysis is shared with the Governing Body.

19. Staff Development

We have a rigorous programme of training and Continuing Professional Development for all of our school staff. This includes:

- Induction programmes for new staff
- Refresher behaviour training every year
- Half termly behaviour professional development training sessions
- Restorative Practise Training for all staff
- Emotion Coaching Training
- Beacon School Support Training and development
- Specialist Teacher Service training/support
- Educational Psychologist training/support
- Team Teach training
- Additional support/training from outside agencies as required.

In addition to this we also have 4 staff who are trained as Relational and Restorative Practise Champions.

20. Bullying and Child-on-Child Abuse

Long Lawford Primary School believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other pupils in the school.

Staff are trained and expected to be aware that children can abuse other children (often referred to as child-on-child abuse); that it can happen both inside and outside of school and online; to recognise

the indicators and signs of child-on-child abuse; and to identify it and respond to reports by pupils about themselves or other children as they would with any other safeguarding issue.


The school recognises that, even if there are no reports of child-on-child abuse in the school, it does not mean it is not happening. Staff are expected to give pupils every opportunity to talk to them in the event they are experiencing anything causing them harm, distress or worry and to discuss any concerns about child-on-child abuse (reported and suspected) with the DSL or a deputy DSL.

Keeping Children Safe in Education 2022 states that child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual abuse.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery).
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff are trained and expected to challenge all such inappropriate behaviours between pupils and not to tolerate, downplay or dismiss any form of child-on-child abuse as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'girls being girls', which the school recognises can lead to a culture of unacceptable behaviours, an unsafe environment for children and, at worst, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff are clear that child on child abuse and racism are not tolerated in school. Pupils are encouraged to report all incidents of bullying whether they are victims or bystanders to their chosen member of staff. The ethos of a 'listening and talking' school is communicated to the children. All staff will respond to children, staff or parental concerns seriously. All incidents are recorded on CPOMs and any incidents of prejudiced behaviour (including racism and discrimination of any type) is also reported to Warwickshire County Council.

	<p>Investigate the incident: talk to the parties involved and get both sides of the situation. Gather information:</p> <ul style="list-style-type: none"> • Clarify if it is the first instance or ongoing. • Find out if it is targeted at an individual or a group. • Clarify what happened/ times/ key details/ circumstances. • Record onto CPOMs and state that bullying or racism was involved • Report using online form as needed
	<p>Report the incident to:</p> <ul style="list-style-type: none"> • Class Teacher • Phase Leader/AHT/DHT <p>Follow the Relationships and Behaviour policy.</p>
	<p>Class teacher will inform parents of the child who has reported the bullying/racist incident and state that the incident has been investigated. Phase/AHT/DHT will meet with the instigator's parents.</p>
	<p>Review the behaviour of all parties and if further incidents occur inform SLT. SLT will decide the resolutions/consequences/possible suspensions.</p>

Further information regarding this is available in the following policies:

- Anti-Bullying policy
- Child Protection and Safeguarding policy
- Online Safety Policy

21. Screening, Searching and Confiscation

Any teacher can search a pupil for any item banned under the school rules if the pupil agrees. Teachers need to be aware that a child's ability to give consent will depend upon their age and other factors. To gain consent it is enough for the teacher to ask the pupil to turn out their pockets or if they can look in their bag or drawer and for the pupil to agree.

If a pupil refuses the teacher should follow the behaviour policy and apply an appropriate sanction. Ultimately the school reserves the right to withhold entry to the school if a pupil refuses to comply with such a request.

The Headteacher, Deputy Headteachers and SLT have a statutory power to search pupils or their possessions, without consent, where they suspect a pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause injury to, or damage to the property of, any person (including the pupil).

In deciding whether to carry out such a search the Headteacher, Deputy Headteachers or SLT should have reasonable grounds for suspecting a pupil has an item from the list above. For example, the pupil or pupils may have been overheard talking about such items or may be behaving suspiciously.

In conducting the search, the Headteacher, Deputy Headteachers or SLT should ensure that it takes place on school premises except in the case of a trip where the member of staff has lawful charge of the pupil. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

At Long Lawford Primary School, along with the list above we deem banned items to be:

- Matches or lighters
- medicines (without authorisation)
- mobile phones (without permission)

- game consoles

When a child is searched the teacher must be the same sex as the pupil being searched, and another teacher must be present as a witness.

22. Drugs

Drugs are an issue in society at present and children may be placed, at some stage in their life, in situations where drugs are involved. Drugs may be classified as: alcohol, prescribed drugs, legal or illegal, they take many forms they are described by the World Health Organisation as "a substance, which on entering the body, changes the way that the body functions".

A range of responses would be adopted as no one incident is identical to another. If needed, we will refer a child to the DECCA team but this may not always be appropriate. DECCA Team can be contacted on 0845 838 53 17.

Allegation or suspicion	<ul style="list-style-type: none"> • Act immediately • Inform SLT • Have two staff present (this can be important if any future allegations are made) • Investigate the child's behaviour/appearance/actions • Record everything that is done as a description of events (to be logged on CPOMs)
Disclosure	<ul style="list-style-type: none"> • Act immediately • Investigate further by not asking leading questions • Fill out a Concerns Form (Green) and give it to the DSL
Informing Parents	<ul style="list-style-type: none"> • SLT will decide when it is appropriate to inform parents • Offer of support will be set up by the Family Support Team
Involving Police	<ul style="list-style-type: none"> • Police contacted regarding a pupil who has been found in possession/suspected possession of an illegal substance • Police will be contacted regarding a pupil who has been found supplying or is suspected of supplying an illegal substance • A member of SLT will contact the police

The use of drugs in school may result in fixed term or permanent exclusion. The Headteacher can also decide to permanently exclude any pupil supplying drugs. See and Exclusions section of this policy for more details.

Appendix 1

Restorative Practise/ Conversations

Five questions is enough. Choose your restorative five from the suggestions below:

1) What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgment.

2) What were you feeling at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes. (Visual prompts can be used for younger/ SEND children)

3) How have you felt since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.

4) How did this make other people feel?

The child may be unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it.

5) Who has been affected?

The child may initially think it is only them but with some gentle encouragement they can help to see the bigger picture. You are teaching them to use their conscience.

6) How have they been affected?

You are teaching them to develop empathy with others.

7) What should we do to put things right?

In many restorative conversations, this is the point where the child may offer an apology, but don't force it. Even if an apology is the 'obvious' step from the adult's perspective, resist the urge to guide the conversation that way. Everyone knows a forced apology is worthless.

8) How can we do things differently in the future?

This will encourage forward thinking and visualisation. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Appendix 2 Emotion Coaching

Connect	Empathy Connect with child	"I am sorry to see you are upset"
Accept	Label emotion	"I'm wondering if you are feeling sad"
Reflect	Setting limits on behaviour	"It's okay to feel sad but it's not okay to pull someone's hair"
Empower	Problem solving with the child / young person	"I'm thinking about what we could do to sort this out. What are your ideas?"

Appendix 3

DISCIPLINE IN SCHOOLS - TEACHERS' POWERS - 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 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 for misbehaviour outside school (Section 89 of the Education and Inspections Act, 2006).
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.