

Part of the Branches Education Group



BEHAVIOUR, REWARDS & SANCTIONS POLICY



Approved By	Joe Darnell	Head Teacher	March 2026
Amendments Made			
Linked Policies	Curriculum Policy, SEND Policy, Anti-Bullying Policy, Safeguarding Policy, Suspension & Exclusion Policy, Complaints Procedure		
Signed	<i>J Darnell</i>	Head Teacher	March 2026
	<i>L De Naves</i>	Governance Chair	March 2026
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1.0 RATIONALE

Cherry Tree School delivers education according to the individual needs of pupils, in a safe, positive and predictable environment. Pupils have a range of complex needs and diagnoses, including communication difficulties, autism, social, emotional and mental health issues which might lead to challenging behaviour.

This policy provides clear guidance on our expectations and the methods we use to promote positive behaviour throughout our school. This policy outlines the behaviour we expect from all pupils, staff and visitors to our school. It extends to all members of our school community. The policy is written in line with current legislation, guidance and best practice.

1.1 Behaviour Management Approach

We believe that the approach and strategies a school uses to manage behaviour are intrinsically linked to the ethos and prevailing culture of that school. For us, it is critical that our practice is inclusive and child-centred, where it relates to dealing with behaviour.

1.2 Verbal and Safety Approaches

Our staff team is trained to promote positive behaviour, de-escalate negative behaviours and to use physical intervention techniques as a very last resort.

We selected the Crisis Prevention Institute for staff training because we believe that their Verbal and Safety approaches are ethically compatible with the context of our school and support us to address inappropriate pupil behaviour. We are committed to promoting inclusion, choice, participation and equality of opportunity for all pupils.

See Appendix 1 for more detail about the Crisis Prevention Institute (CPI) Safety Intervention Foundation.

1.3 The Functions of Behaviour

We believe that all behaviour relates to having, or not having, certain needs met. All behaviour is functional and serves an identifiable purpose, i.e. there is a reason behind all behaviours.

Some of our pupils display challenging behaviour as a response to a complex range of needs, including those associated with their communication, learning difficulties or disabilities. These problems may be compounded by additional difficulties associated with developmental trauma, mental health issues, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

1.4 Our Philosophy

We build a school community where every member feels valued and respected because they are treated fairly and well. Our school is a caring community, where values are built on mutual trust and respect for all.

Our school's Behaviour, Rewards and Sanctions Policy supports us in promoting:

- the overall quality of life of pupils and staff, and
- an environment in which everyone feels happy, safe and secure.

Positive behaviour and self-discipline have strong links to effective learning and are vital for pupils during and beyond their school years. All pupils should be aware of the standards of behaviour that are expected of them in our community. Pupils should be supported to take responsibility for both adhering to and promoting these standards.

1.5 Our Aims

Through experience, we know that by encouraging positive behaviour patterns we can promote good relationships throughout the school, built on trust and understanding. This policy will help us to support all pupils to develop a high level of social awareness and tolerance.

Our aim is to ensure that all our pupils leave the school with the key skills and attributes they need to continue to progress to the best of their ability in all areas of life.

Cherry Tree School is dedicated to ensuring that our school environment supports learning and the well-being of pupils and staff through a strong sense of community. Co-operation, support, and respect are the foundations of our ethos, and we work hard to provide a school where pupils feel included in every aspect of school life, and comfortable to voice their opinions.

Our school is committed to supporting all pupils to:

- achieve their full potential
- acquire knowledge and skills relevant to life in a demanding, fast changing world
- develop as confident learners
- to take calculated risks within a safe environment
- be curious, ambitious and take pride in their achievements
- achieve high standards in all they do
- develop as self-motivated independent and collaborative learners
- value and care for themselves and others in our community
- understand their rights and responsibilities as citizens
- enjoy what they do and have fun!

To achieve these aims, our school will provide:

- a happy, healthy, safe, and secure environment,
- high standards of teaching with individualised support as needed,
- a relevant and interesting curriculum, delivered in line with the needs and interests of pupils, providing first-hand, relevant and practical experiences,
- a stimulating, evolving and inspirational environment,
- a professional, suitably skilled and supportive staff team,
- effective school leaders and governance ensuring our school continuously develops,
- opportunities for parents and carers to play an active, supportive role in their child's education,
- opportunities outside the classroom, and the chance to extend our close links with the local community. Please refer to our Curriculum Policy and SEND Policy for further information.

1.6 How Do We Achieve our Aims?

We will determine the boundaries of acceptable and unacceptable behaviour. We will describe the rewards and sanctions, or consequences, used by our school. We will determine how they will be fairly and consistently applied, whilst considering the individual needs of pupils.

To achieve this, our school will:

- make clear our expectations of positive behaviour through Tutorials, Assemblies, Lessons, School Council meetings and in published documents,
- reward pupils' achievements, offering praise, awarding points, stickers, certificates,
- treat all members of the community as individuals, respecting their rights, values and beliefs,
- create a zero-tolerance environment by challenging all instances of discrimination or bullying,
- provide positive examples for modelling acceptable behaviours,
- promote good relationships and a sense of pride and belonging to the community,
- intervene early to challenge undesirable behaviour,
- be consistent when dealing with unacceptable behaviour.

2.0 STANDARDS OF BEHAVIOUR

2.1 Modelling Standards of Behaviour

We know that the first step to modelling positive behaviour is to lead by example. We expect all staff, volunteers, and anyone else who comes to the school to act responsibly and professionally.

We work hard to ensure that expectations and standards are clear and consistent across the school. Clear boundaries, positive rewards and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering special educational needs and disabilities (SEND) as well as the additional challenges that many pupils may face.

Staff supervise pupils and are a constant presence around the school, before and after school, between lessons, during break and lunch time, to supervise and support pupils to use the school premises respectfully and behave as expected.

As part of their training, staff are trained to use strategies to manage behaviour in a positive way. Staff understand their roles and responsibilities for ensuring good discipline in school and challenging negative behaviours proactively.

Staff will adopt a consistent approach in their interactions with pupils, using the phrase **'Be Safe, Be Ready, Be Respectful'** to promote positive behaviour and readiness to learn. This language will underpin all interactions, supporting pupils to reflect on their choices through prompts such as, *"Are you ready to learn?"*, *"Are you being safe?"* and *"Are you being respectful?"*

Where appropriate, staff will also link these expectations to the school's vision, **'Building Resilience, Inspiring Growth'**, reinforcing a shared understanding of values and behaviours.

When acknowledging positive behaviour, staff will use pupils' names to personalise praise, strengthen relationships, and promote a sense of belonging.

2.2 Working with Parents and Carers

We work closely with parents and carers to help them to understand their children's needs, and the resulting behaviour. We believe that consistent boundaries and reliable support systems, praise, and rewards for positive behaviour are an important part of building an effective learning community.

We discuss positive behaviour and behaviours of concern with parents and carers regularly. We encourage parents and carers to communicate with the school if they have concerns about their child's behaviour, and we try to support parents when they need it. We promote positive behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are displayed in classrooms and wider school.

2.3 When More Support is Needed

Our positive relationships with pupils and day to day management of attitudes and behaviours will provide a safe school environment for all. However, we know that pupils' behaviour can be influenced by many factors and can change significantly for more prolonged periods of time. When individual pupils engage in persistent disruptive behaviour this can indicate an unmet need. We will work with the pupil, parents, carers and other professionals to understand the trigger. Where additional needs are identified, we will do our best to ensure that the pupil receives appropriate support.

Some pupils may require highly individualised support to take full advantage of the educational opportunities we provide for all pupils. Staff will consider using a Positive Behaviour Support Plan for pupils displaying challenging behaviours, which will be reviewed regularly.

We will seek advice from any clinicians and/ or external agencies as appropriate, to support us to identify and implement appropriate support strategies. ***Please read our Special Educational Needs Policy.***

The school will take all reasonable measures to ensure the safety and well-being of all pupils and staff and this includes protection from bullying. We aim to identify and eliminate bullying and other harmful behaviour using preventative and restorative strategies through the active development of pupils' social, emotional and behavioural skills. ***Please read our Anti-bullying Policy.***

3.0 EXPECTATIONS OF PUPILS

We expect and support everyone to show respect to one another, whether pupils, staff or visitors. Pupils are ambassadors for our school on and off school premises, and we expect them to act accordingly. Within the context of their identified needs, they are expected to follow school rules, listen, follow instructions from staff, and accept and learn from any sanctions received. This extends to any arrangements put in place to support their behaviour, such as additional pastoral support or mentoring.

We work with parents and carers to support pupils to read, understand and sign a **Home-School Agreement**. This will show that they are clear about what is expected of them and accept the responsibility the responsibility they have for their own behaviour within the context of their identified needs.

3.1 Examples of Unacceptable Behaviour

- verbal abuse to pupils, staff or others
- physical attack on pupils, staff or others
- serious actual or threatened violence against pupils, staff or others
- possession or use of an offensive weapon
- child-on-child sexual violence and sexual harassment
- sexual assault on staff or other adults
- inappropriate online behaviour, including language, soliciting or sharing inappropriate material, images or videos
- indecent behaviour
- possession, use or distribution of alcohol, cigarettes, illegal substances including drugs
- theft
- damage to property
- arson
- deliberate or planned repeat incidents of unacceptable behaviour.

Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated. Under no circumstances will illegal or inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment. Support and actions will be implemented to address any inappropriate behaviour.

In respect of any behaviour where a child has suffered or is likely to suffer harm, we will follow ***our Safeguarding and Child Protection Policy***.

Suspension will be considered for the most serious cases, which cannot be resolved by other means. Decisions will be made taking into account individual pupil needs and the context of any incident. For more information on suspensions, ***please refer to our Suspension and Exclusion Policy***.

3.2 Conduct During Off-Site Visits

We care about our school's reputation and believe that staff and pupils are ambassadors for the school. We promote community cohesion and try to play a positive role in our local and wider community.

Inappropriate behaviour off school site is not acceptable and could result in sanctions. This includes on the way to or from school, or near the school premises. This applies to pupils who do not follow expectations for their conduct during work experience, school trips, extended school activities e.g. sports events, or any event where inappropriate behaviour might jeopardise the future chances of our school participating.

The school will take into consideration the severity and impact of the behaviour and the extent to which the reputation of the school has been affected.

4.0 THE ROLE OF PARENTS AND CARERS

Parents and carers play a big part in ensuring that their children are aware of the behaviours expected of them when in school and that they are ready for learning.

4.1 Working with Staff to Support their Child

We ask that parents and carers sign in agreement of our **Home-School Agreement**. This will indicate that they recognise the authority of school staff and want to work with us to support and implement this Behaviour, Rewards and Sanctions Policy.

4.2 Supporting Pupil Readiness for School

Parents and carers have a significant role to play in preparing their child for school. Adopting a consistent routine to help with this is essential and includes ensuring your child:

- attends school regularly, aiming for 100% attendance,
- arrives at school on time,
- has had sufficient sleep and rest to support readiness for learning,
- wears our school uniform,
- brings any additional kit, e.g. for P.E., as agreed in advance.

This will encourage your child to follow routine, procedures and be ready for learning.

5.0 SCHOOL RULES

5.1 Rules Pupils are Expected to Follow

1. Be Safe

- Behave in a safe manner
- Use electronic equipment correctly and carefully
- Keep hands and feet to yourself
- Move safely around the school (walk on the left, don't run indoors)
- Follow adult instructions to keep yourself and others safe

2. Be Ready

- Attend school regularly and arrive on time
- Wear the correct school uniform
- Bring the right equipment for learning
- Listen carefully and follow instructions
- Try your best in all lessons

3. Be Respectful

- Be polite and respectful to others
- Be kind and considerate by using kind hands, kind feet, kind words
- Do not use rude, derogatory, racist, homophobic, misogynistic, sexist, or offensive language
- Take care of our school environment
- Respect other people's space and belongings
- Listen when others are speaking

5.2 Items not Allowed in School

- Knives or weapons, including any items staff consider could be used to cause injury or damage to pupils, staff or property.
- Alcohol.
- Drugs, including illegal or psychoactive substances.
- Stolen items.
- Cigarettes, tobacco, e-cigarettes or smoking paraphernalia, including matches, lighters, vapes, vape liquids, sprays. Smoking is not permitted on school premises.
- Illegal or inappropriate material, including racist, homophobic, misogynistic, sexist or pornography.
- Items associated with gambling, including mobile phones or devices. Gambling is not permitted on school premises.

6.0 BULLYING AND DISCRIMINATION

6.1 Definition of Bullying

Bullying is *“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally”* (DfE).

We embrace our legal responsibility to prevent and tackle bullying. Our Anti-Bullying Policy and this Behaviour, Rewards and Sanctions Policy are in place and available on our website and from the school office.

Bullying will not be tolerated. Our school is a ‘telling school’, where staff will work with both victim and bully to provide support and address bullying.

6.2 Discrimination

Our staff have a duty to prevent discrimination, harassment and victimisation within the school.

We follow anti-discrimination law and comply with the Equality Duty as set out by The Equality Act 2010, which has three aims:

- 1) eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act,
- 2) advance equality of opportunity between people who share a protected characteristic* and people who do not share it,
- 3) foster good relations between people who share a protected characteristic and people who do not share it.

Our staff will be proactive in challenging perceived derogatory views about the legally protected characteristics, as set out in the Equality Act 2010, of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, through exploration of, and development of mutual respect for those different to themselves

We make it very clear to pupils what is expected of them in terms of respecting their peers, staff and members of the public. Any deliberate breach of this will result in sanctions or disciplinary action as appropriate. *Please refer to our Anti-Bullying Policy.*

7.0 UNIFORM

7.1 Why We Have Uniform

Readiness for learning begins with setting the scene and being prepared. Decisions about uniform were informed after consideration of the many arguments for and against. We believe that uniform helps pupils to develop discipline and pride in their appearance. A simple, standard uniform will help us to promote a positive identity and sense of belonging at our school, whilst removing some unnecessary distractions. Uniform items are basic and should be available in most supermarkets or clothing stores.

7.2 Our School Uniform

- Cherry Tree School white t-shirt / polo
- Cherry Tree School black jumper
- Black school trousers
- Black school shoes or plain black trainers (no logo or colour)

8.0 SUPPORT FOR PUPILS

We will support all pupils to succeed during their time at Cherry Tree School.

Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, there are a wide range of support strategies which we might use, including:

- increased communication between home and school for collaboration around support,
- individual support plans,
- smaller group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group,

- additional literacy or numeracy support if identified as a barrier to learning impacting on pupil behaviour,
- referral for additional support internally or externally,
- timetable review to make supportive modifications.

9.0 REWARDS AND CELEBRATION

We recognise that a strong focus on success, positive engagement, and recognition is key to building a calm, consistent, and supportive school culture. We actively promote and reinforce positive behaviour by recognising when pupils demonstrate our core expectations: Be Safe, Be Ready and Be Respectful.

Our staff prioritise “catching pupils being successful”, providing timely and meaningful praise in ways that are appropriate to individual needs. By focusing on small steps of progress, effort, and positive engagement, we aim to build pupils’ confidence and encourage further success socially, behaviourally, and academically.

Each pupil will use a daily reward system, where staff recognise and record positive behaviours linked to our three core expectations. This may include the use of stamps, points, or other personalised approaches depending on the needs of the pupil. As pupils become more secure and independent within the setting, these systems may be gradually adapted to promote longer-term motivation and independence.

This approach is designed to support both intrinsic motivation (feeling successful and recognised) and extrinsic reinforcement (rewards and recognition). Achievements can also be shared with parents and carers to strengthen consistency between school and home.

Our aim is to help pupils understand that positive choices, effort, and engagement lead to success. Over time, this builds the foundations for resilience, independence, and motivation, supporting pupils not only in school but in their future lives beyond it.

Pupil success will be celebrated regularly in many ways, including:

Daily

- **Praise:** Staff provide regular, timely recognition in ways that suit individual pupil needs.
- **Reward Points / Money:** Success criteria are personalised to pupils’ learning and behaviour needs. Staff award points (Lower School) or Cherry Tree money (Upper School).
- **Good Citizen Stamps:** Linked to school values. When a pupil completes a stamp card, they can choose a prize from the daily reward trolley.
- **Postcards:** Staff send positive messages home to parents via postcard.
- **Phone Calls:** Staff make positive phone calls home to share success and achievements.

Weekly

- **Certificates:** Pupils have the opportunity to earn awards such as *Student of the Week*, *Subject Award*, or *Class of the Week*.
- **Reward Points / Money:** Pupils can exchange their points or money for a reward from the trolley or choose to save them for a larger reward.

Termly

- **Headteacher's Award:** One pupil from each year group is selected to receive a special certificate and a McDonald's lunch on the final day of term, shared with other winners and a member of SLT.
- **End of Term Trips:** Incentive-based trips linked to key points in the year (e.g. Christmas and Easter).

Yearly

- **End of Year Trips:** Incentive-based trips with a choice of three different activities or destinations.

10.0 SANCTIONS AND CONSEQUENCES

Our school has a range of sanctions which are adapted according to the severity and frequency of the behaviour and the individual needs of each pupil. This is in line with Section 91 of the Education and Inspections Act 2006, which sets out the statutory power for teachers and certain other staff to discipline pupils. Deprivation of drink, food, medication or corporal punishment are not permitted.

At the lowest level, staff might find opportunities for reflection, e.g. at break time, during which the behaviour is discussed and strategies for improvement identified. Staff might use opportunities to undertake restorative work so that pupils can try to 'put something right' when things have gone wrong with others. Staff can set after school detentions should the behaviour be at an appropriate level of severity or frequency and require that additional support.

Sanctions

include:

Form / Class Teacher

1. **Reminder** - A reminder of the three rules delivered privately, wherever possible. A child might receive repeated reminders, if reasonable adjustments are necessary.
2. **Caution** - A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
3. **Time Out** - This might be a short time out of the classroom with a member of staff or away from the group. It is a few minutes for the child to calm down, breathe and look at the situation from a different perspective.
4. **Last Chance** - The child will be spoken to privately and given a final opportunity to engage. The adult will offer a positive choice to do so and refer to previous examples of good behaviour. Teacher to provide clear, controlled choices to the pupil. - *"I'm going to give you 5 minutes to make the right choice and when I return we need to move on from this and start our learning or you will be losing minutes off your break to reflect."*
5. **Repair** - Reflection time (with class teacher). Reflection time is given and the child will be asked to return at break and / or dinner time for a fixed time determined by the individual teacher (no longer than 10 minutes).

6. **Contact Home** - Class teacher to make contact with parents to bring behaviour to their attention and to inform them of the actions taken. This contact should be made as soon as possible.

Further Intervention

- **Inclusion Intervention** – Should the child continue to make poor choices that disrupt the learning of others and steps 1-5 have been followed, class teacher should call for the Inclusion Team for additional support.
- **Behaviour Tracker / Target Sheet** – If a pupil continues to make poor choices in lessons, they will be placed on a behaviour tracker. This is to be agreed by SLT and supported by the Inclusion Team to produce and individualised tracker. Parents to be made aware of arrangement.
- **Reflection Time & Contact Home (with / from SLT)** – Continued poor behaviour will escalate to reflection with a member of SLT and a phone call home to discuss concerns.
- **Removal from yard / canteen** – If behaviours are present during break / lunch times, pupil to be removed from the yard and/or canteen for an agreed period. The arrangement is to be reviewed at the end of the period based upon behaviour in lessons. Parents to be made aware of this action by Inclusion Team or SLT.
- **Removal from off-site activity** – Pupils will be restricted from attending any off-site activity, such as sports events, reward trips and educational visits. Parents to be made aware by SLT.
- **Invite parents in for meeting (with Inclusion Team / SLT)** – Staff to outline concerns, discuss how the child can be supported moving forward and to explain what the next step would be in the result of no improvement.
- **Early (Emergency) Review** – SEN and any other external agencies involved with pupil to be invited.

Reflection time

The law allows teachers the power to issue reflection time to pupils (aged under 18).

- At Cherry Tree reflection time will be issued during the school day.
- All staff are able to impose this behaviour strategy.
- Parental consent for reflection time is not permitted by law.
- With reflection time, staff will allow reasonable time for the pupil to eat, drink and use the toilet where appropriate.
- Reflection time will be a maximum of 10 minutes to ensure that all pupils have access to movement opportunities / fresh air.

Use of Reasonable Force and Physical Intervention

Legal Framework

From 1 April 2026, Cherry Tree School follows the schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, amendments to the Education and Inspections Act 2006, and the updated DfE guidance “Restrictive interventions, including the use of reasonable force, in schools.” Recording and reporting requirements in this guidance are statutory.

Principles

- Physical intervention is always a last resort.
- Any use of force must be lawful, proportionate, necessary, and time-limited.
- Emphasis is on prevention, de-escalation, and positive behaviour support.
- All incidents are treated as safeguarding matters and overseen by senior leaders.

When Force May Be Used

Staff may intervene physically to:

- Prevent harm to the pupil or others
- Prevent serious damage to property
- Maintain order where there is an immediate risk of harm
- Force must never be used as punishment.

Seclusion and Restraint

- Seclusion is a safety measure, not a disciplinary sanction, used only during high emotional or behavioural dysregulation.
- Pupils must be supervised at all times and allowed to leave once the risk subsides.
- Restraint includes both force and non-force interventions (e.g. removing an object or aid) and must be necessary and proportionate.
- Seclusion areas must not feel threatening or intimidating.

Pupils with SEND

- Individualised behaviour support plans and risk assessments are used.
- Staff work with pupils, parents, and professionals to minimise the need for restrictive interventions.

Recording and Reporting

All incidents must be recorded in writing (see Appendix 3) as soon as practicable and no later than the same day, including:

- Pupil and staff names
- Date, time, location, and duration
- Reason for intervention and de-escalation attempts
- Type and degree of force
- Injuries and follow-up support
- SEND or additional needs

Parents receive written information the same day wherever possible, even when interventions form part of an agreed plan. Where appropriate, parents are invited to discuss the incident and next steps.

Fixed term Exclusions

Cherry Tree School does not believe we are able to safeguard or educate a child if they are excluded from school, so we endeavour to avoid this at every opportunity and exclusion is only used when every other course of action has been exhausted and the safety of other children or staff is at risk. We ensure that pupils causing concern are flagged up at the weekly safeguarding supervision by the school's safeguarding leads. Termly Strategy Intervention meetings and Provision Mapping also looks at the holistic needs of the child and ensures wrap around care is put in place such as additional support, Learning Mentor Intervention and therapeutic support by a trained counsellor. Form Tutors and Heads of year provide a staged response and support teaching staff with strategies for supporting positive behaviour. We work closely with the Local Authority SEND team and meet with parents regularly to

discuss ways to support a child in crisis or who has additional needs. We ensure every opportunity for curriculum enrichment is put in place and look for the most appropriate pathway for our learners and effective risk assessments, behaviour plans and RPI plans ensure a calm, orderly environment is available to all pupils where effective teaching and learning can take place. All staff are Team Teach trained and regular CPD opportunities ensure staff have the skills they need to meet a wide range of complex needs.

If all our systems are not effective, internal isolation may be used for a fixed term. Internal isolation has to be approved by a member of the SLT and we track and monitor this through data collection. The aim of internal isolation is to always give the pupil time to reflect, have a consequence for a serious incident and have interventions put in place to ensure patterns of behaviour do not emerge and the cycle is broken. Only in serious cases where there is immediate risk of harm to others would an external fixed term exclusion be considered and if this has to be used, we would have explored all other options first and it is often the case that a pupil is wrongly placed in our setting and needs more specialist support for their behavioural needs.

Pupil Support

A range of support is available for pupils who are experiencing difficulties with behaviour, self-regulation and self-esteem through our Inclusion Team.

The Inclusion Team offers a therapeutic early intervention service which helps remove barriers to learning and promote pupil success in school and life.

It supports pupils in developing greater social and emotional skills which will help promote short and long term academic and personal outcomes.

11.0 POWERS TO SEARCH AND CONFISCATE PROPERTY

Following guidance set out by the Education and Inspections Act 2006 and the Searching, Screening, and Confiscation – Advice for Schools (July 2022), staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff can confiscate or seize items in the possession of pupils that are either illegal or are banned by our school.

Where we suspect that a pupil is carrying a prohibited item, we would request and encourage them to hand the item over voluntarily. However, we do have the right to search without consent where necessary.

Banned/ Prohibited items that can be searched for without consent include, but are not restricted to:

- knives or weapons; alcohol; illegal drugs; psychoactive substances (formerly known as ‘legal highs’); stolen items; e-cigarettes, tobacco, smoking paraphernalia; fireworks; pornographic images.
- any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used to:
 - i) commit an offence,
 - ii) cause personal injury to, or damage to the property of, any person (including the pupil).

Our priority is to ensure that all pupils and staff are in a safe and secure environment in school. Any items that may jeopardise that safety will be taken from pupils without notice.

11.1 Powers to Search

The Headteacher and staff members authorised by them, have a statutory power to search a pupil or their possessions. This will take place where staff have reasonable grounds to suspect that the pupil may have a prohibited item (see the list below) or any other item that our school rules identify as an item that can be searched for. *See list of banned/prohibited items above.*

11.2 Prohibited Items to be Searched for without Consent

- knives or weapons,
- alcohol or illegal drugs,
- stolen items,
- tobacco, and smoking paraphernalia,
- fireworks,
- pornographic images,
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause injury to, or damage to the property of, any person (including the pupil).

Where we need to conduct a search for a prohibited item, the Headteacher will authorise this. The Headteacher can authorise the member of staff to search for specific prohibited or banned items set out in this policy. Staff will explain to the pupil what is being searched for and the reason for the search. Where the pupil does not agree to be searched, our school will consider the use of a sanction or where necessary the use of reasonable force. The use of reasonable force will differ depending on whether the member of staff is searching through possessions, e.g. a bag, or the pupil themselves.

11.3 Electronic Devices

The Education Act 2011 allows staff to seize or confiscate an electronic device to examine any data or files on that device, if they think there is good reason to do so. Inappropriate data or files may be erased before returning the item, if they believe there is good reason to do this.

11.4 Following a Search

When a search for a prohibited item has been conducted, staff will notify the Designated Safeguarding Lead (DSL). Details about the search will be recorded on the safeguarding database by the person conducting the search.

Where a search for a prohibited and/ or banned items has been undertaken a Search record will be completed and uploaded to the safeguarding log by the person who conducted the search. ***See Appendix 2 – Search Record***

Any cigarettes or e-cigarettes confiscated in school will be destroyed.

12.0 USE OF FORCE AND PHYSICAL INTERVENTION

12.1 Use of Force

All staff receive comprehensive training in positive behaviour support, including de-escalation and physical intervention. To maintain the safety and welfare of all pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

Section 93 of the Education and Inspections Act 2006 permits all school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil),
2. causing personal injury to, or damage to the property of, any pupil (including him or herself),
3. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise. This means that where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class.

The school does not encourage the use of force and it will be used only in special circumstances as a last resort. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

12.2 Staff Training in Use of Force

All staff at the school are fully trained in **Crisis Prevention Institute (CPI) Safety Intervention Foundation (formerly MAPA)** and have the authority to use force when reasonable. This extends to persons whom the Headteacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils off the school premises, e.g. on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents or carers and pupils and staff will be offered a de-brief. Force will **never** be used as a punishment. Such serious incidents involving the use of force will also be recorded by the school.

See Appendix 1 - Crisis Prevention Institute (CPI) Safety Intervention Foundation (formerly MAPA)

13.0 FEEDBACK, COMPLIMENTS AND COMPLAINTS

We welcome feedback about our school, especially when we get things right but also on the occasions, we might not do things as well as we would have intended or have liked. All feedback is considered and responded to as part of our continuous improvement cycle.

Throughout each academic year, we will ask pupils, parents/ carers and other stakeholders to provide feedback about how well we are doing.

Feedback will be gathered in many ways, including:

- in person, by telephone or email. We will have positive relationships, and regular communications will be routine,
- feedback forms provided with annual Progress Reports to parents and carers,
- requesting feedback from pupils and all attendees ahead of and after pupil Annual Review or Personal Education Plan meetings,
- pupil surveys, including through Student Council when established,
- pupil and parents Ofsted inspection-style questionnaire covering behaviour, attitudes and overall satisfaction,
- encouraging parents and carers to complete Ofsted Parent View at least annually.

We ask that staff, or the Headteacher are told about any niggles, concerns or complaints, however small so that we can do everything we can to find a resolution quickly. Please refer to our School Complaints Procedure, which is available on our website and from the school office upon request.

For information about how to complain or challenge a suspension, please refer to the Suspension and Exclusion Policy.

14.0 MONITORING AND EVALUATING BEHAVIOUR

Our school will develop effective systems for recording, reporting and monitoring data and information which will support us to review the overall culture, attitudes and behaviour in our school.

The Headteacher will work with senior leaders and key staff to analysis the data and information as part of our cycle of monitoring and evaluation. Data analysis will include a breakdown by protected characteristic, using findings to inform policy and practice to support us in ensuring we meet our duties under the Equality Act 2010.

Outcomes of analyses will inform the school self-review cycle. We will provide reports regularly for the Proprietor and those responsible for school governance, which will include reporting on behaviour culture, with a data break down, analysis and commentary on:

- attendance,
- behaviour incident data, including on removal from the classroom,
- suspension and permanent exclusion,
- incidents of searching, screening and confiscation,
- anonymous surveys for staff, pupils, the Proprietor and other stakeholders about their perceptions and experiences of the school behaviour culture.

15.0 LEGISLATION, GUIDANCE AND REFERENCES

- The Education Act 1996
- The Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- Behaviour in Schools – Advice for Headteachers and School Staff, DfE, 2024

- Searching, Screening, and Confiscation – Advice for Schools, DfE, July 2022
- Positive Environments Where Children Can Flourish, DfE, updated Oct 2021
- The Schools (Specification and Disposal of Articles) Regulations 2012
- Keeping Children Safe in Education – esp. Part 5
- Advice: When to Call the Police – NSPCC, National Police Chiefs’ Council, Home Office and the PSHE Association.

16.0 APPENDICES

Appendix 1: Crisis Prevention Institute (CPI) Safety Intervention Foundation (formerly MAPA)

Appendix 2: Search Record

Appendix 3: CPI Incident Report Form

APPENDIX 1: Crisis Prevention Institute (CPI) Safety Intervention Foundation (formerly MAPA)

The Crisis Prevention Institute (CPI) training provides BILD* accredited the de-escalation techniques and person-centred behaviour management strategies you need to create a safe and caring work environment.

CPI Safety Intervention training ensures our staff team are trained in prevention and de-escalation skills, as well as non-restrictive and restrictive interventions. This helps our team to prevent and/ intervene to make safe a crisis situation and thus keep everyone safe.

Staff are trained in:

- Verbal Intervention: a programme of preventative approaches,
- Safety Intervention: a programme of interventions, disengagements and holding skills.

Our staff team are highly skilled at quickly building positive relationships with pupils and identifying when something is not quite right. Staff use positive communication and verbal intervention to support pupils to engage positively, and this is successful for the majority of the time.

Occasionally, our pupils may present a behavioural crisis which might place themselves, other pupils or staff at risk or injury. Our staff team are trained to manage a behavioural crisis effectively by focusing on the least-restrictive physical intervention to ensure the care, welfare, safety and security of those we support.

The training supports staff to:

- work in a trauma informed way,
- improve relational approaches,
- work as a team to set a positive culture for behaviour,
- prevent pupil behaviours from escalating,
- intervene appropriately.

Ultimately, the training is effective in supporting staff to improve safety, reduce risk and ensure the well-being of those in our care.

Do contact us to find out more about our training, and see here:

<https://www.crisisprevention.com/en-GB/sectors/education/>

**BILD Association of Certified Training certifies that our organisation has demonstrated that our training complies with the Restraint Reduction Network Training Standards.*

APPENDIX 2: Search Record

Search record – to be completed electronically and attached to the appropriate safeguarding entry on the database.

RECORD OF A SEARCH <i>This form must be completed by the person who conducted the search</i>		
School Name:		
Name of pupil:		Date of Birth:
Date of search:		Time of search:
Location of the search:		
Name and role of person conducting search:		
Names of any other adults present:		Names of any other pupils present:
Prohibited or banned items to be searched for: <i>please select:</i> Knives Other weapons/ items which could be used to cause injury to self, others or damage to property – <i>Specify type of weapon/ implement</i> Alcohol Illegal drugs Stolen items Tobacco or cigarette papers Fireworks Psychoactive substances E-cigarettes, matches, lighters or smoking paraphernalia Vapes and vape liquids Racist or homophobic or misogynistic or sexist material Pornographic images or material Any items that could be used for gambling purposes, including mobile phones or mobile devices		
Did the pupil agree to the search?	YES	NO
If no, was reasonable force used to search?	YES	NO
The reason for the search:		
Did the Headteacher give permission for the search?	YES	NO

Was a prohibited item found?		YES	NO
If yes, state what was found:			
Follow up action taken as a consequence of the search:			
Have parents/ carers been made aware of the search?		YES	NO
How were they made aware?		Time and Date:	
Name of DSL/ DDSL the search was reported to:			
Date reported DSL/ DDSL:		Time:	
Signed:		Print Name:	
Date:		Time:	

Appendix 3

CPI Incident Report Form

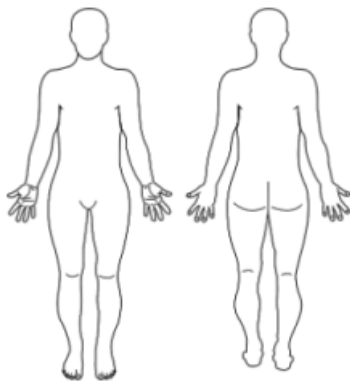
Details	
Pupil:	
Date of incident:	
Time of incident:	
Length of incident:	
Staff involved and/or present:	
Behaviours presented:	
Other	
Severity of incident:	

Description of incident:	
Brief Details • Incident Build Up • Incident • End of the incident (Copy these comments to Arbor)	
Triggers identified:	

Physical Intervention	
Type of hold	
Length of restraint	

People Informed	Method	Date and Time
Head of Education		
Head teacher		
DSL		
Class teacher		
Parents/family		
Emergency Services		

Follow Up	
Any Injuries?	

Body Map	
Details of Injury	
Medical Assistance been offered?	

Debrief (COPING approach)	
Control (Professional judgement made by Key Adult) • Is the pupil under control of their emotions and reactions? • Are they ready to talk about the incident? • If so, they are ready to talk. This can take minutes, hours	
Orient (Key adult) • Ask them what happened from their point of view, do not provide your input, this is their time to talk.	
Patterns (Debrief/Pastoral lead) • Review previous Risk Management Plans, Arbor, One Page Profiles and log this incident. • Are there triggers? Signs? Same behaviour in same situations?	
Investigate (Debrief/Pastoral lead) • What are trends and patterns? • Investigate other alternatives for behaviour	
Negotiate (Key Adult) • Go through the school's values, and ethos (kind hands, words and feet) verbal or written. • Determine appropriate approaches for behaviour. • Make agreements about future responses.	
Give • Give support to the pupil – "I know you can do this" and "we want you to be here"	
Actions:	
Risk Management Plans updated:	

One Page Profile Updated:	
Other:	

Headteachers Evaluation	
Reviewed by:	
Signature:	
Date:	