



Crazies Hill

C.E. Primary School



Behaviour Policy

Committee Responsible: LGB

Date of Next Review: Autumn 2026

Version	Date Reviewed	Changes	Date Approved
1	Autumn 2019		Autumn 2019
2	Autumn 2021	Scheduled Review	Autumn 2021
3.	Autumn 2022	Review and updates carried out	Autumn 2022
4.	Autumn 2023	Scheduled Review	Autumn 2023
5.	Summer 2024	Review and updates carried out	Summer 2024
6.	Autumn 2025	Review and updates to Appendices 1, 3	Autumn 2025
7.	Summer 2026	Updates to appendix	Summer 2026

Introduction

The purpose of this policy is to provide, staff, governors and parents with clear guidance on principles and practices that create a positive learning environment where positive behaviour is promoted.

‘A tree is known by its fruit, people by their actions’ (based on Matthew 7 verse 20’.)

Our vision at Crazies Hill is that our ‘fruit’ will be children and adults who have the resilience to weather life’s ups and downs, respect for themselves, others and their environment and the ability to build and maintain good relationships with all in their community. All our policies are written with this vision in mind.

Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- o [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- o [Behaviour in schools: advice for headteachers and school staff 2022](#)
- o [Searching, screening and confiscation at school 2018](#)
- o [Searching, screening and confiscation: advice for schools 2022](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education](#)
- o [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- o [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- o [Use of reasonable force in schools](#)
- o [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- o Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- o [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Roles and Responsibilities

The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

The Head of School

The Head of School is responsible for:

- Reviewing and implementing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils, including those with protected characteristics, are being disproportionately impacted by this policy

Teachers and Staff

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

Senior leaders will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Read the expectations within our home-school agreement (Appendix 3) and expect parents to read them and support them fully.
- Support the actions of staff when implementing this policy.
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly in a calm and respectful manner
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Working closely with parents allows us to get to the root cause of the behaviour quicker.

Pupils

Pupils will be made aware of the following when they join the school and reminded at regular intervals:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are mid-year arrivals.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

<https://www.crazieshill.co.uk/attachments/download.asp?file=24&type=pdf>

Approaches to Managing Behaviour

Rewards

Crazies Hill Church of England Primary School encourages good behaviour through a combination of high expectations, clear policy and a Christian ethos which fosters discipline and mutual respect between all members of the school community. A variety of rewards may be used by school staff in order to ensure they are appropriate for individual pupils.

School staff will endeavour to use rewards consistently throughout the school; however, they may vary depending on the age or other circumstances for pupils.

Rewards we will use:

- Praise and encouragement
- House points are given to children for exceptional consideration for others, good learning attitude/behaviour, good work, consistent effort or a specific achievement.
- Teachers may award stickers, certificates etc. within individual classes.

- Gem Values Certificates are awarded to children throughout the school and are presented at Celebration Assembly on a Friday. Our school values of Relationships, Resilience and Respect, and our Christian ethos are the basis for choosing children to receive these awards.
- Teachers contact parents specifically to share positive feedback. This could be via telephone or a conversation with a parent at the end of a school day.
- Opportunities to have extra time with school staff doing something which interests them e.g. a game of chess or creating a piece of art.
- In Year 6 the children are awarded the privilege of being monitors and playground buddies.
- Out of school achievements are celebrated with the whole school on a Friday at our Celebration Assembly.
- Any other reward deemed appropriate by school staff.

Promoting Positive Behaviour

We believe that teaching behaviour, rather than imposing and demanding obedience results in more positive behaviour and prepares our children more effectively for future life.

To promote positive behaviour, staff:

- Consistently value the effort and input from children and reward both effort and outcome
- Build positive relationships with each child – listen and show empathy
- Are comforting and forgiving
- Use a tone, pitch, cadence and volume that would be appropriate to be used with all adults and children
- Role model what positive behaviour looks like and how to 'play nicely'.
- Are consistent with responses to behaviour
- Give positive reinforcement of positive behaviour
- Use positive phrasing and positive body language
- Give children time and space to reflect on their behaviour

Staff will not:

- Shout or communicate aggressively to any member of the school community, unless there is an imminent risk of danger.
- We will not make anyone in the school community feel undervalued or seek to belittle efforts or approaches

Staff should:

- Make reasonable adjustments in the spirit of equity over equality and will be open and transparent about our reasons

Unacceptable behaviours

At Crazies Hill Church of England Primary School, we are committed to promoting good behaviour at all times and will not tolerate unacceptable behaviour under any circumstance.

Below are examples of behaviours which the school would consider unacceptable:

- Disrupting lessons: not letting the teacher/ teaching assistant teach and other children learn
- Speaking to a child or adult in an unacceptable way
- Rudeness, confrontational behaviour, non-compliance
- Using bad language, including swearing
- Teasing, name calling or provoking another child
- Sexist, racist or homophobic/bi-phobic/transphobic behaviour/bullying
- Being physically aggressive
- Deliberately damaging school property
- Being verbally aggressive
- Behaving in a way which endangers the safety (safeguarding) of any child in the school

- Fighting
- Bullying (including cyber bullying)
- Failing to follow any school rules.

Sanctions for unacceptable behaviours

Sanctions for poor behaviour will be proportionate and responses may vary according to the age of the pupils, and any other special circumstances that affect the pupil. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the Behaviour Policy.

Sanctions will be decided by school staff and will be applied when behaviour demonstrated by pupils is inappropriate at any time during the school day, and/or at events out held of school hours when children are wearing school uniform. Inappropriate behaviours demonstrated by children out of school hours when children are in school uniform may also be subject to school sanction.

Sanctions will be decided by school staff with the intention of not only addressing the behaviour appropriately (i.e. Sanction reflects severity of behaviour) but also ensuring a child understands why their behaviour was inappropriate in order for them not to repeat the behaviour again.

Possible sanctions- Phased approach

Phase 1

- A verbal reprimand, including an explanation to the child as to why their behaviour was inappropriate. These may be escalated to the Head of School
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishments, such as writing a letter of apology
- Information logged on School Behaviour Record or (CPOMS) as appropriate

Phase 2

- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in school events
- When appropriate; Phone call/meeting with parents and child to discuss actions
- Missing (part/all) break times / lunchtimes
- Removal from classroom (child to work in a different part of the school)

Phase 3

- Exclusion from clubs attended within or out of school hours offered by the school
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after mealtimes; or other tasks deemed appropriate by school staff
- Regular reporting including daily behaviour monitoring which is shared between home and school
- Other agreements made in consultation with parents e.g. loss of privileges at home
- Any other sanctions deemed appropriate by school staff
- Incident recorded on CPOMS
- SENDCO Intervention/ assessment
- Early help assessment and DSL intervention if appropriate

Phase 4

- In more extreme cases, school may use temporary or permanent exclusion but this is a very last resort. (See Exclusion policy)

*Sanctions for inappropriate behaviour may skip phases e.g. Phase 3 sanction implemented immediately when significant behaviour occurs. This will be at the school staff discretion.

Examples of inappropriate behaviour and sanctions are outlined below:

- Unacceptable behaviour in class (Staff will choose a sanction appropriate to the child) Verbal warning/discussion, stay in at play/lunchtimes sit alone/away from friends. If regular/repeated - referral to Head of School and parents contacted.
- Unacceptable behaviour in playground (e.g. swearing, fighting, not following instructions by staff) "Time out" staying with lunchtime staff or removal from the playground. Letter of apology and/or completion of self-reflection. (Phase 2)
- Unacceptable behaviour in school clubs - Exclusion from Club. (Phase 3)
- Damaging school/others property- Inform Headteacher, inform parents-possible replacement required. (Phase 2/3)

Bullying

Bullying is described as:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against

For more information about bullying, please see our anti-bullying policy.

Conflict Resolution

We encourage the children to take a proactive role in solving their own problems or supporting their peers to do so. We support our Playground Buddies to be peer mediators and encourage them to use appropriate strategies. Conflict resolution is also discussed as part of our SMSC / PSHE curriculum and Collective Worship.

Working in Partnership with Parents

The school is keen to work in close partnership with parents and will formally inform parents regarding their child's behaviour at parents' evenings. Staff will also informally discuss behaviour (both inappropriate and exemplary behaviour) with parents when appropriate at the beginning/end of the school day or via telephone as required. Parents are also welcomed to speak with staff to discuss their child/ren's behaviour at any time.

In repeated cases of poor behaviour, parents will be invited in to school to form an action plan. The above system takes into account the persistent types of behaviour, such as chatting, which are not considered serious enough to involve parents at a very early stage. Teachers will keep behaviour log when appropriate.

Recording and reporting behaviour

The School Behaviour Log enables staff to record the type of behaviour, what happened, who was affected, and the outcome from this.

Bullying: All incidents of bullying must be reported to the Head of School. The Head of School will regularly report incidents to the Local Governing Body and other bodies as appropriate.

Racial, sexual or homophobic abuse or harassment: All incidents of harassment must be reported to the Head of School. The Head of School will regularly report incidents to the Local Governing Body and other bodies as appropriate.

Incidents of a sexual nature: All incidents are reported to the Head of School (DSL) and if appropriate DDSL and recorded. Behaviour records are kept.

Senior leaders will then analyse the data generated and implement plans to improve this. Logging the behaviour also allows the school to monitor the behaviour of individuals and analyse the typical behaviours that are being shown. Using this information, class teachers can put individual behaviour strategies in place e.g., reward chart, time out station.

Behaviour off site

At Crazies Hill CE Primary School, we expect that all pupils will behave in an exemplary manner when on educational visits and sporting events. Pupils should act as ambassadors for the school and also behave in a proper manner on the way to and from school; and when wearing school uniform (if any) in a public place. Parents will be informed of incidents of anti-social behaviour reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies. When on residential trips, parents will be expected to collect pupils if behaviour falls below acceptable standards.

Sanctions may apply to a pupil off site if they their behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Behaviour Online

The school will challenge and address any online behaviour which:

- Poses a threat or causes harm to another pupil
- Could have repercussions for the orderly running of the school
- Adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Responding to the behaviour of pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Some of these preventative measures include:

- Movement breaks
- Adjustment to seating plan
- Uniform adjustments

- Safe spaces for regulation

Adapting Management Strategies for children with SEND

When considering the management strategies for a pupil with SEND we will take in to account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Sexual harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our safeguarding policy for more information.

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

See Appendix 1 'Use of Reasonable Force'.

Staff training

Each year, as part of the annual safeguarding refresher training, the school will revisit the expectations of the behaviour policy and the staff's roles within that. There will be ongoing monitoring of the implementation of this policy and when necessary support/ guidance will be given.

As part of the induction programme for new staff members, there will be thorough training on the behaviour policy so that new adults know the expectations and how to maintain a consistent approach.

Monitoring Behaviour

The school will collect data based on the number of incidents that have occurred and the type of behaviour that has occurred.

This data will be analysed on a termly basis and will be from a range of perspectives including:

- Year group comparisons
- By characteristic group including protected characteristic groups (Perpetrator and Victim)
- By time of day/ day of week

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring of Policy

The monitoring of this policy and its implementation will be done by the Head of School and Executive Head on an ongoing basis. The Head of School will report to the Governing body on a regular basis about the behaviour in the school and the implementation of this policy.

The views of both pupils and staff will be taken in to consideration when making any adjustments to this policy.

Link with other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy

Restrictive interventions including use of reasonable force

1 Introduction

- 1.1 There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In The Keys Academy Trust (TKAT), they are only ever considered as a **last resort**, once all other prevention and de-escalation strategies have been exhausted. This appendix should be read alongside the school's Behaviour Policy and Safeguarding Policy and reflects the statutory guidance issued by the Department for Education (DfE) in April 2026.
- 1.2 TKAT strives to provide a safe learning environment for all pupils. All members of staff (and anyone to whom the Headteacher/Head of School has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.
- 1.3 This power extends to times when staff are lawfully in charge of pupils but are off the school premises, e.g. on a school trip. 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.

2 Legal Framework

This appendix is informed by:

- Education and Inspections Act 2006 (Sections 93 & 93A)
- Education Act 1996 (Sections 550ZA & 550ZB)
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- Keeping Children Safe in Education
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- DfE Guidance: *Restrictive interventions, including use of reasonable force, in schools* (April 2026)

3 Definitions

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Examples of restrictive interventions could include:

- Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
- Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight

- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

Examples of the use of reasonable force could include:

- A staff member guiding a pupil to safety by the arm
- Staff breaking up a fight between pupils
- A staff member restraining a pupil to prevent injury to the pupil, or others
- Damaging property
- Hurting themselves or others
- Committing a criminal offense

- **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

Examples could include:

- A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others
- **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.
- **A significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

It is illegal to use force on a pupil for the purpose of punishment. TKAT staff will never use force as a sanction, threat or deterrent. Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible. Prohibited Practices include:

- Restricting breathing or airway
- Covering the mouth or nose
- Pressure on neck, chest or abdomen
- Prolonged ground restraint
- Use of force as punishment

If a pupil is brought to the ground unintentionally, staff must reposition them immediately into a safer position.

The following restraint techniques have been identified as presenting an unacceptable risk when used on children and **must not** be used. These techniques also pose risks including positional asphyxia, which is strictly prohibited:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

4 Use of Restrictive Interventions

4.1 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

- Necessity - taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
- Proportionality - using the least amount of force for the shortest time, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
- The pupil's welfare - including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

4.2 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

4.3 Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. TKAT recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The school will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the school's SEND policy that sets out the provision for SEND pupils and the school's approach generally, but in the context of restrictive interventions this might include:

- Pupil behaviour plan and/or pastoral support plan and/or individual provision maps.
- Risk assessments.
- Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.
- Distracting techniques.

4.4 All TKAT schools will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils. Staff must always consider:

- The pupils' age, size and needs
- SEND, medical or vulnerability factors
- Risks to all involved
- Whether intervention may escalate the situation

5 **When Reasonable Force may be used**

Staff may use reasonable force to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing serious disruption

6 **Other Physical Contact**

6.1 There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the school or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

When deciding whether contact is appropriate, staff must consider:

- Safeguarding policies
- Presence of other adults
- Pupil age and vulnerability
- SEND or medical needs
- Availability of non-contact alternatives

The school will **not operate a 'no contact' policy**, nor will it agree to requests not to use reasonable force, as this would conflict with duty of care.

7 **Seclusion**

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, **for the safety of that pupil and/or others**. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. Please see our behaviour policy for information on our response to not adhering to our behaviour expectations.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them for example, within a wellbeing room or breakout area
- The pupil will be supervised at all times, by at least 1 member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

8 Prevention and De-escalation

Children or young people who are constantly in conflict with themselves or others are less able to access learning and develop their potential. Children and young people with difficult or challenging behaviour should be helped to manage themselves in ways that enables them to learn and develop. In order to do this a stepped approach to the prevention of confrontative and challenging behaviour will be adopted including:

- Ensuring the best possible match between the child or young person's needs and the staff's ability to meet those needs.
- Developing an ethos in which there is the expectation that children and young people will be well behaved. It is believed that children and young people develop and learn self-control better through reward and positive responses to acceptable behaviour rather than disapproval and imposition of sanctions when they behave badly. A major factor in creating an environment, which is generally well ordered, is the quality of the relationships between staff and children/young people. Staff and carers will work to develop relationships with children and young people based on mutual trust and respect and will use these to communicate expectations regarding acceptable behaviour.
- It is recognised that staff and carers need to feel safe in order to carry out their duties and the school will ensure that they receive the necessary training and support to enable them to do so. It is not acceptable for staff or carers to become the victims of verbal or physical abuse from children/young people and their parents, and all options will be explored to prevent this from happening.
- Adopting a non-confrontative, pragmatic and problem-solving approach to signs of mounting anger in children and young people. When children/young people begin to lose control staff and carers will explain clearly what is expected and will tell and show the child or young person how to behave in an acceptable manner. In these circumstances staff and carers will demonstrate to children and young people unconditional positive regard (while clearly identifying their behaviour as unacceptable) and keep in mind throughout that the purpose of intervention is to enable the child or young person to learn self-control.
- Intervening early when there are signs of increased aggression and employing techniques of defusion and de-escalation to calm and distract young people to enable them to regain self-control. This includes for additional adult support to be summoned prior to any physical intervention to provide witnesses/support. The best prevention is based on a full and proper understanding of a child or young person's needs. The better the child or young person's needs are understood and met, then the less the likelihood of confrontation. Where children and young people are known to have challenging behaviours then a proper risk assessment followed by shared planning is the basis for appropriate management.
- Involving both professionals and parents/carers in developing a behaviour management strategy within the child's care plan / pastoral support plan and /or behaviour management plan for those who have enduring self-management difficulties. The strategy will include agreement on reasonable expectations in relation to the child or young person's behaviour and on the strategies to be adopted to manage future difficulties. They will also indicate what rewards are available for improved behaviour and what sanctions will be imposed for further incidents of unacceptable behaviour.
- Resorting to the use of physical interventions, including restraint, as a last resort. The use of restraint is an act of care intended to provide external control to a child or young person who has temporarily lost self-control. It is important to take the use of restraint extremely seriously and to ensure that an opportunity is offered to the child/young person to reflect on their

experiences, and that staff involved will be debriefed after a restraint in order to promote learning and to reduce the likelihood of future incidents.

There is a stepped approach to prevention which begins with developing an ethos in which good behaviour is a reasonable expectation, proceeds through to a number of stages of intervention to deal with signs of mounting anger and aggression and culminates in the use of force (restraint) only as a last resort.

9 Risk Assessment

In any school there will be a small minority of children whose behaviour in some circumstances may need to be managed by the use of planned physical intervention.

Where this behaviour has the potential to cause harm, injury or serious damage, early identification and appropriate intervention through a planned risk assessment is necessary in order to minimise potential difficulties and ensure the safety of all involved.

The risk assessment should not only focus on the potential for aggressive / challenging behaviour but for those children and young people who are deemed to be vulnerable through emotional and traumatic experiences. The risk assessment should result in an appropriate plan which identifies the steps and support necessary to be put into place.

See Risk Assessment proforma (**Form A**)

10 SEND

10.1 All TKAT schools have a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEND). The school SENDCO will ensure the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and provide professional guidance to colleagues to ensure that pupils with SEND receive appropriate support

10.2 TKAT schools will ensure that staff training is available to meet identified needs. All staff expected to use physical intervention must receive accredited training (e.g., Team Teach) including de-escalation techniques, with regular refreshers. Schools must take responsibility to ensure that appropriate staff attend training and a register is maintained including dates of training and expiry dates to ensure compliance with refresher updates.

TKAT schools recognises that pupils with SEND may be more vulnerable to restrictive interventions.

Where appropriate, the school will:

- Work with pupils, parents and professionals to co-produce plans
- Identify triggers and early warning signs
- Provide reasonable adjustments
- Support communication needs

Plans will be reviewed regularly and after any significant incident.

11 Staff Training

Staff likely to use restrictive interventions will:

- Receive accredited training (e.g. Team Teach)
- Be trained in de-escalation strategies
- Receive refresher training

A central training register will be maintained.

12 Recording and Reporting

12.1 All TKAT Schools will keep a separate, detailed, written record of every incident of restraint (see Form B).

The designated senior member of staff will read every report and will address any issues which arise. Other interventions involving the use of physical interventions will also be recorded.

Schools are required to keep written records of restraint for 75 years after the date of birth of the child. To ensure that records are kept a Bound and Numbered book should be used to record all incidents of restraint ([TeamTeach Portal \(coreprint.net\)](https://www.teamteach.com/coreprint.net)). This can be used in conjunction with Form B which schools will use to keep their electronic records up to date (CPOMS). These books should be kept in a safe and secure location. All records will be regularly reviewed by the designated senior member of staff to monitor the use of physical interventions generally and identify any issues or trends (whether particular children/young people or staff/carers are more frequently involved in incidents or whether particular situations trigger incidents, etc.) and consider whether any action is necessary.

12.2 Parents/carers should be informed 'as soon as is practicable' when significant force has been used on their child. While parental consent is not required to use reasonable force, timely communication following incidents is essential. Parents should be told:

- When and where the incident took place
- Names of those involved
- Description of incident and triggers
- De-escalation strategies attempted to try to avoid having to use force
- Type and level of intervention used
- Reason for the intervention
- Injuries sustained
- Witness accounts
- Post-incident support and actions

12.3 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the Team Teach Bound Book and CPOMS.

- Names of pupils and staff directly involved.
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
- Time, date, location and approximate duration of the intervention.

- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
 - A brief account of why the use of force was assessed as necessary in that instance.
 - Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
 - The pupil's account of what happened, as well as any witness accounts.
- 12.4 A report will also be made to parents where there is a significant use of force, apart from where:
- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.
- 12.5 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:
- Names of pupil and staff directly involved.
 - Time, date, location and approximate duration of the intervention.
 - Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.
 - A brief account of why the intervention was assessed as necessary in that instance.
 - Details of any physical injuries sustained, if applicable.
 - Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.
- 12.6 Apart from in the circumstances as set out in 12.4 a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's behaviour plan and/or pastoral support plan and/or individual provision maps. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.
- 12.7 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 12.2 will be used, with parents not needing to be informed twice.
- 12.8 TKAT schools will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

- 12.9 Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the school's procedures and reported as appropriate to the Health and Safety Executive.
- 12.10 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. TKAT schools will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the school's duties under the Health and Safety at Work etc. Act 1974.
- 12.11 TKAT will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the school, to identify learning and patterns. and to make improvements to policies and practices.

13 Partnership

Experience shows that the best outcomes for children and young people who have enduring problems with challenging behaviours are achieved through staff, parents/carers and other professionals working in partnership. Partnership will be best promoted through the following means:

- Involving parents/carers by keeping them informed of concerns about their children/young person's difficult/challenging behaviour.
- Planning, agreeing and regularly reviewing with parents/carers strategies (including any sanctions) to deter inappropriate behaviour and encourage the development of more appropriate behaviour.
- Working with parents/carers and other professionals (for e.g. Education Welfare Officers, Clinical or Educational Psychologist, Social Workers, Health Professionals, Voluntary Carers, Outreach Workers etc.) may be involved with the child or young person to develop a fuller understanding of their needs and for these to be reflected in their care plan and/or personal support plan.
- Working collaboratively with the council to promote staff and carers' safety and ensure best outcomes for children and young people.

14 Complaints

When children or young people are seriously out of control physical intervention may be unavoidable and may result inadvertently in the child being harmed/injured. In these circumstances it is the behaviour of the child or young person which determines the degree of force required to bring them under control which may lead to injury, rather than the intention of the member of staff or carer to cause harm.

If a child or young person is harmed in the course of a physical intervention and he/she or his or her parents wish to make a complaint then this will be taken seriously and investigated thoroughly in line with the Child Protection (Allegations Against Staff) Procedures.

Under no circumstances whatsoever should a parent take direct physical action against a member of staff or carer. If this should happen, staff within schools or establishments would be supported in the action they may wish to take in terms of legal redress in respect of the parent.

In this difficult area it is important to balance up the primary consideration, which is the safety and welfare of children and young people, with the principles of natural justice in relation to the member of staff or carer concerned. As a general rule, genuine attempts to use approved methods of physical intervention in appropriate circumstances would not attract a disciplinary response (even if the child or young person is harmed) - though such circumstances may indicate a training need.

FORM A:

**RISK ASSESSMENT PROFORMA FOR ASSESSING AND MANAGING FORESEEABLE RISKS FOR
CHILDREN WHO PRESENT CHALLENGING BEHAVIOURS**

**ASSESSING AND MANAGING FORESEEABLE RISKS FOR CHILDREN WHO PRESENT CHALLENGING
BEHAVIOURS**

Name of child:

Class group:

Name of teacher:.....

IDENTIFICATION OF RISK	
Describe the foreseeable risk.	
Is the risk potential or actual?	
List who is (or could be) affected by the risk.	

ASSESSMENT OF RISK	
In which situation does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Signature:..... Date:.....

RISK REDUCTION OPTIONS			
Measures	Possible options	Benefits	Drawbacks

Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY

Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Relationship to child:

Date:

COMMUNICATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY

Plans and strategies shared with:	Communication method	Date actioned

STAFF TRAINING ISSUES

Identified training needs	Training provided to meet needs	Date training completed

EVALUATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY		
Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:

Relationship to child:

Date:

FORM B

Crazies Hill CE Primary School

Record of Restraint

Pupil's name:

Year Group:

Date/time/location of incident:

Reason for the use of restraint (evidence of harm, damage, disruption):

Details of events leading to restraint:

De-escalation techniques used prior to restraint (tick as appropriate):

Verbal advice/support ☐

Reassurance ☐

Calming ☐

Re-direction ☐

Distracting ☐

Humour ☐

Negotiation ☐

Options offered ☐

Increase personal space ☐

Instructions ☐

Use of body language ☐

Warnings ☐

Other (specify):

Details of restraint (who was involved, what techniques were used):

Duration of any measure of restraint:

.....

.....

Witnesses to the incident

:

Staff:

Pupils:

Other:

Details of any damage or injuries to pupil concerned/other pupils/staff/others:

Was medical treatment necessary? Y/N

Details:

Was an Accident Report and/or Incident Report required? Y/N

Was this intervention part of an agreed Behaviour Management Plan (BMP)? Y/N

Does the existing BMP need amendment? Y/N

Is a BMP now required for this pupil? Y/N

Action taken following the incident

(including pupil's response and whether a debriefing interview with the staff member using the restraint has occurred):

NOTIFICATION

Identify all who have been informed and when:

	Y/N	Date/Time
Headteacher/designated person		
Parents/Carers		
Other professionals (specify)		
Police		

Comments of child/young person: (ideally within 24 hours and no longer than 5 days following the restraint)

Signature of Report Compiler

Date

Signature of others involved

Date

Signature of child/young person

Date

Headteacher/Designated Person's comments:

Was the person using the restraint authorised? YES/NO

Was the person using the restraint trained? YES/NO

Date

Signature

Appendix 2

Searching, Screening and Confiscation

This policy is based on the Department for Education advice for Headteachers, school staff and governing bodies 'Searching, screening and confiscation' DfE 2022

Searching

School staff can search any pupil for any item if the pupil agrees. The Headteacher/Head of School and members of staff authorised by the Headteacher/Head of School have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, e-cigarettes and/or 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 personal injury to, or damage the property of, any person (including the pupil).

The Headteacher/Head of School and members of staff authorised by the Headteacher/Head of School can also search for any item listed above, which have been identified as harmful or detrimental to school discipline and items which may be searched for.

When exercising these powers, the school must consider the age and needs to pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability

Confiscation

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

Searching with consent:

School staff can search pupils with their consent for any item.

Formal written consent is not required from the pupils (such as asking the pupils to turn out their pockets or if the teacher can look in a pupils' bag or locker and for the pupil to agree.

The behaviour policy, shared with children and parents, will clearly state any items which are banned.

Searches will be conducted in such a manner as to minimise embarrassment or distress. As far as possible, staff will be the same sex as the pupil being searched and there will be a witness. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex if a member of staff suspects a pupil is in possession of a banned item.

Searching without consent:

The Headteacher/Head of School or a member of staff authorised by the Headteacher/Head of School can search without consent of child or their parent/ carer if they have reasonable grounds for suspecting a child is in possession of an item on the prohibited list.

A member of staff must be the same sex as the pupil being searched; and there must be a witness (also a member of staff). However, if staff believe the child is at risk of serious harm if you do not search immediately then the search can be conducted on a child of the opposite sex but with a staff witness.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupils, for example on school trips in England or Overseas.

During the search

The law states:

- The person conducting the search may not request the pupils to remove clothing other than outer clothing
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- It does NOT enable or allow an intimate search going further than that, which only a person with more extensive powers (e.g. police officer) can do.
- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Strip searching

A strip search is a search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE). More guidance is contained within the DfE advice to schools on [Searching, Screening and Confiscation \(July 2022\)](#).

The decision to undertake a strip search itself and its conduct are police matters. However, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

In order to ensure pupil's wellbeing, the school will seek to include an appropriate adult as a matter of course during all searches conducted by police in school.

Electronic Devices

If it is suspected that the device has been or is likely to be used to commit an offence or cause personal injury or damage to property, then data or files on the device can be examined.

This can be done under the powers of 'without consent' search if it is reasonably suspected to be used to commit an offence or cause personal injury or damage to property.

If inappropriate material is found on a pupil's device, the Designated Safeguarding Lead will decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Any material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an [extreme pornographic image](#) must not be deleted and must be given to the police as soon as reasonably possible.

The school may delete files or data if they believe there is good reason (it could cause harm, disrupt teaching or break the school rules) to do so and they are not needed to be given to the police.

After the search

Senior leaders can use their discretion to confiscate, retain or to destroy any item found so long as it is reasonable in the circumstances.

Any offensive weapon, controlled drugs, stolen items (unless low value e.g. Pencil cases), pornographic images that are a specified offence (i.e. extreme or child pornography) must be passed to the police.

The school will inform the individual pupil's parents/carers where a search has taken place, though there is no legal requirement to do so.

Recording searches

Any search by a member of staff for a prohibited item, items banned by the school rules and all searches conducted by police officers will be recorded by staff in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

Records of the search will include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The school will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.

Communication with Parents/Carers

The School aims to work with parents/carers: There is no legal requirement for the school to inform parents/carers before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so.

Parents/carers should always be informed of any search for a prohibited item that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents/carers of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Complaints about searching or confiscation will be dealt with through the school's complaints policy and procedures.

Screening

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector. We do not have such devices.

The advice will be kept under review and updated as necessary.

Disposal of confiscated items

Alcohol: alcohol which has been confiscated will be destroyed.

Controlled drugs: controlled drugs will be alerted to the police as soon as possible and invited to collect from the school premises. They will not be returned to the pupil.

Other substances: substances which are not believed to be controlled drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether the substance seized is a controlled drug, it will be treated as such and disposed of as above.

Stolen items: stolen items will be delivered to the police as soon as possible. However, if, in the opinion of the Headteacher/Head of School, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police.

Tobacco, cigarette papers or e-cigarettes: these will be destroyed.

Fireworks: these will be placed in safe storage and for disposal. They will not be returned to the pupil.

Pornographic images: pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the Designated Safeguarding Lead for the relevant school will also be notified and will make a referral to the Local Authority Designated Safeguarding Officer.

Other pornographic images will also be discussed with the Designated Safeguarding Lead for the relevant school. The images may then be passed to the Local Authority designated safeguarding officer.

An article that has been (or could be) used to commit an offence or to cause personal injury or damage to property: such articles may, at the discretion of the Headteacher/Head of School, taking all the circumstances into account, be delivered to the police, returned to the adult owner, retained or disposed of.

Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.

An item banned under School rules: such items may, at the discretion of the school Headteacher/Head of School taking all the circumstances into account, be returned to its adult owner, retained or disposed of.

Electronic devices Where staff confiscate a mobile electronic device that has been used in breach of school rules to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its adult owner, unless the Headteacher/Head of School considers it necessary to retain the device for evidence in disciplinary proceedings.

Appendix 3: Home School Agreement



Crazies Hill CE Primary School

Home / School Agreement

Our Vision:

‘A tree is known by its fruit; people by their actions’ (based on Matthew 7 verse 20)

Our vision is that our ‘fruit’ will be children and adults who have the resilience to weather life’s ups and downs, respect for themselves, others and their environment and the ability to build and maintain good working relationships with all in their community so that they can ‘be the best that they can be’.

Our Values:

Relationships Resilience Respect

Guided by our values of relationships, resilience and respect we provide a nurturing environment with academic excellence at its heart and develop caring, resilient members of society with strong values enabling them to thrive in modern British society.

Our curriculum model aims to teach children about our values in every academic subject and wider experience. Our school prides itself in valuing everyone as an individual, therefore quality first teaching is inclusive, and all children achieve.

RESILIENCE:	RESPECT:	RELATIONSHIPS:
<i>Learn from mistakes and challenges in learning.</i>	<i>Respect others and ourselves in all aspects of school life and beyond.</i>	<i>Positive, caring relationships within school and our families.</i>
<i>Feel supported and encouraged.</i>	<i>Respect our environment.</i>	<i>Trust and kindness build our safe environment.</i>
<i>Grow in confidence, self-belief and resilience.</i>	<i>Desire to change the world around us for the better.</i>	<i>To Look beyond ourselves to help others.</i>
<i>Bible Story: Daniel in Exile</i>	<i>Bible Story: Adam and Eve and Creation Care</i>	<i>Bible Story: The Good Samaritan</i>
Emerald Award for showing persistence, adaptability and self-confidence.	Sapphire Award for showing respect to each other and the environment.	Ruby Award for building good relationships.

Home School Agreement – Academic Year 2025-2026

For the child – I shall do my best to:

- live and breathe our school vision and values to enable everyone to be the best they can be
- work hard
- bring into school everything that I need and look after my belongings
- wear the correct school uniform and be tidy in appearance
- be polite, kind and helpful to others
- be well behaved and follow the school rules
- read regularly at home and ask my adult to sign my reading record
- do my homework and return it on time

Signed.....(Pupil)

Parents will do their best to:

- ensure my child attends school regularly, arrives on time, properly attired and have with them the equipment they need
- maintain a regular communication with the class teacher, informing the school about any concerns or problems that might affect my child's work, behaviour or general well being
- support the school's policies and guidelines for behaviour
- attend parent consultations to discuss my child's progress
- support and encourage my child with their homework and reading
- adhere to the TKAT Parent and Visitor Code of Conduct (available on the school website)

Signed.....(Parent/Guardian)

The School will do its best to:

- create an environment where our pupils can live out our vision and values enabling them to be the best they can be
- provide a caring and safe environment and be open and welcoming at all times
- deliver a broad and balanced curriculum, which meets the individual needs of each child
- promote good standards of behaviour
- treat your child with both fairness and respect
- keep you informed about your child's progress at parent consultations, with written reports and verbal communication
- provide information about general school matters and educational issues through newsletters, open evenings and email communication

Signed.....(Class Teacher)

Appendix 4: Behaviour Expectations (Classroom Display)



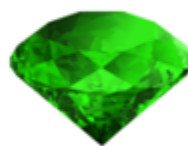
Crazies Hill C.E. Primary School

Expectations for Learners

'A tree is known by its fruit, people by their actions'

Matthew 12 v33-35

- Be ready and prepared for each lesson
- Actively participate in all learning activities
- Always complete tasks to the very best of your ability
- Be confident and resilient when approaching new learning
- Stop to listen immediately and listen to learn
- Consider, reflect and respond positively to written and verbal feedback



Let your values gem powers shine through at all times

