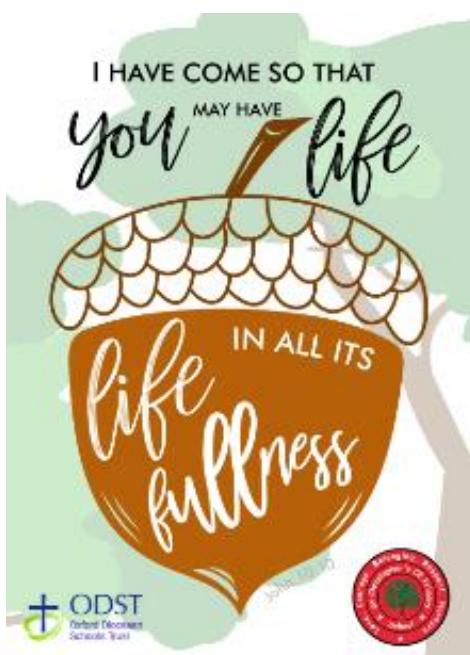




ST CHRISTOPHER'S SCHOOL ENGAGEMENT FOR LEARNING POLICY (BEHAVIOUR)

Date of Ratified	Signed By/Position	Signature
July 2023	Executive Head Teacher Katie Screaton	<i>Katie Screaton</i>
	Head of School James Veness	<i>James Veness</i>
	Chair of Governors Jean Holderness	<i>Jean Holderness</i>



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1. Intent

St. Christopher's School aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.

Our **Engagement for Learning Policy** reflects an ethos that values and supports all members of the school community.

Our approach focuses on positive attitudes based on our core, inclusive Christian values of Love, Courage, Belonging, Respect and Nurture. These values support learning in a Christian ethos which enables all children to achieve these school's vision, John 10:10: 'Live life in all its fullness'. Our policy is also lead by the Oxford Diocese Schools Trust's vision, 'A Common Vision for the Common Good', which has the core values of Abundant Living (Hope), Empowerment (Wisdom), Service (Hospitality), Community (Relationships) and Inclusivity (Dignity).

Through our Engagement for Learning policy, we aim to encourage and acknowledge behaviour which allows others to learn and our school to flourish. We regard every individual as unique and special in God's family. We value everyone as an individual, capable of growth, change and development. We have high expectations that support the development of our pupils as effective and responsible citizens.

The objective of this policy is to outline how we ensure a systematic, fair approach to the learning and social behaviours we want to see at St. Christopher's. This is underpinned by promoting excellent relationships at all levels within the school community. The policy will outline how we encourage self-awareness, develop nurture in the school, prevent bullying and work in conjunction with families, governors, ODST and the local authority to ensure the best outcomes for all our pupils.

This policy applies to children whilst at St. Christopher's, travelling to and from school and when they are representing the school.

2. Expectations

Children and staff at St. Christopher's are expected to:

- Follow the vision of St. Christopher's School to allow everyone to 'Live life in all its fullness'.
- Support and respect the positive learning and physical environment of the school
- Follow the school's core values of Love, Courage, Belonging, Respect and Nurture
- To follow the 6 principles of nurture
- Treat all members of the school community with consideration and respect
- Be polite, cooperative and friendly
- Work hard with a sense of purpose
- Respect and accept pupils and one another, regardless of age, gender, race, sexuality, religious beliefs, academic or physical ability
- To learn about self-regulation and apply these skills

Positive attitudes promote courtesy, co-operation and consideration amongst all members of St. Christopher's School and its wider community.

3. Nurture

St. Christopher's has the [National Nurturing Schools Award](#) accredited by Nurture UK. We believe that nurture plays a fundamental part in ensuring that children and adults are able to flourish and to 'Live life in all its fullness' (John 10:10).

Nurture Principles

All staff are trained to understand and implement the Six Principles of Nurture in all aspects of school life. These are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transitions in children's lives

For more information, see Appendix 3

Zones of Regulation

As part of our nurture provision, we teach and encourage the children to become more self-aware by using Zones of Regulation. This programme is used to support all children to be ready to learn. There are four zones:

- **Green Zone** – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- **Blue Zone** - is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored.
- **Yellow Zone** – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- **Red Zone** – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone. The children learn to identify the emotions and behaviour within each zone and are taught how to regulate themselves using different strategies.

A child will be asked to reflect on their behaviour and/or complete different activities to help get them back into the Green Zone when a red card has been given, or when they, or an adult can see they are not in the green zone ready to learn (see reflection sheet, Appendix 4).

Restorative Practice

Our staff have been trained in restorative practice. This is sometimes known as 'positive discipline', 'the responsive classroom', or 'empowerment'. It is a strategy that seeks to repair any harm done to people, and relationships that have been damaged. Rather than simply punishing an 'offender', it aims to make them take responsibility for their actions, be aware of the consequences they have caused, and feel remorseful.

This is done through meetings with people who have been affected by their actions, who explain the impact that they have had. From the victim's perspective, these meetings can help them to forgive, move on, and reconcile with the offender.

The practice is based on the idea that dignity, healing, and strengthening relationships is key to ensure that every member of the community is heard and valued.

When a child receives a red or purple card, we expect a restorative conversation to happen with the child and any other parties involved.

4. Good to be Green – behaviour management system

The school recognises that all behaviour, both positive and negative, is a distinct form of communication and that children can use unwanted behaviour to communicate need. Staff use positive reinforcement – focusing on behaviour that they want to see, not the behaviour they don't. This is done through Proximal praise: praising children that are modelling good behaviours and being explicit to children about the behaviour they would like to see.

Our behaviour management system '**Good to be Green**' is one that resets at each transition point. All children start the day on Green. After break and lunchtimes, all children will re-set to Green. This models to the children forgiveness and an understanding that one poor choice does not mean they cannot make amends and make better choices moving forwards.

Rewards

- In class we operate a card system to promote and reward good behaviour. These cards are displayed on the 'Good to be Green' chart so that children are aware of their successes and rewards and so these can serve as a motivation for others.
- Children will progress sequentially through the card system. Staff will award cards for behaviour which follows our policy of Respect and which exemplifies our school values of Love, Courage, Belonging, Respect and Nurture.
- At their discretion, staff may award higher level cards directly for behaviour which goes 'above and beyond'.
- When a card is awarded, staff will explain and praise the good behaviours they have seen, so that both the child and others are aware of the reason that it is awarded.
- **Positive cards will never be removed during a lesson.**
- Earning each level of card will lead to the following reward:

Silver Card	Verbal praise from the adult and encouragement of further success.
Gold Card	Verbal praise from the adult and encouragement of further success. For each Gold Card children will receive a house point/dojo, which can be added to their individual house point/dojo chart. If a child earns enough house points/dojos in the week to complete their house point chart (7 house points) they will receive a 'raffle ticket' for the whole school prize drawn in each Friday's celebration assembly.
Platinum Card	Any child who receives a Platinum card will receive a Platinum Certificate in the next Celebrations Assembly.

Other Rewards

- In addition to our Good to be Green system, which is used in every classroom, individual staff may choose to offer additional rewards and praise to encourage good behaviour. Depending upon the class and age of the children, these may include:
 - Showing their work to other staff or a member of the Senior Leadership Team, or simply going to see them for extra praise. Work may be kept to display in the office;
 - Showing their work in assembly;

- Being given 'special jobs' or responsibilities e.g. setting up equipment for playtimes, handing out resources in the classroom, managing and tidying the book corner;

Sanctions

When imposing sanctions, there is the need to be sensitive in the way they are applied to curtail poor, inappropriate behaviours. The following principles must be remembered:

- focus on the behaviour, using RESPECT, and not the pupil
- use private reprimands wherever possible and avoid public put downs
- be consistent when implementing the Engagement for Learning Policy

Sanctions are used to maintain the school rules and to ensure that everyone has a positive and safe learning environment. Sanctions are employed appropriately to each individual situation.

- Children are expected to listen carefully to instructions in lessons. If they do not, they will be asked to move to a place closer to an adult or to sit on their own.
- Children are expected to try their best in all activities. If they do not, they may be asked to redo a task
- The safety of the children is paramount in all situations. If a child's behaviour endangers them or others, the adult will stop and they will remove/ evacuate other children from the situation and call for assistance.
- If a child threatens, hurts or upsets another pupil, the child will be sanctioned in accordance to the school's Behaviour Management System.
- If a child is disruptive in class, the adult will follow the current Behaviour Management system.
- Bullying is unacceptable and will be managed under the school's anti-bullying policy.

Once a sanction has been imposed the child should be made aware that the incident is over and they can make a fresh start.

Teachers should make every effort to resolve any discipline problems as they arise and ensure they follow the behaviour steps consistently (see Appendix 2).

Incidents resulting in a red or purple card and subsequent actions are recorded using MyConcern, our behaviour logging system; Phase Leaders will regularly review the reporting mechanism. Children will be expected to reflect on the incident.

In line with the 'Good to be Green' system, consequence cards will be issued if a child is not following the policy of Respect or is not upholding our core values of Love, Courage, Belonging, Respect and Nurture.

- Adults will always issue **a verbal warning** to a child before a card is issued, explaining the behaviour that is problematic and the card which will be issued. Only if a child fails to correct their behaviour after this warning will a card then be issued.
- In most cases, if poor behaviour persists, children will **progress sequentially** through the consequences card system. Only in the following exceptional circumstances may a higher-level card be issued directly:
 - Red Card – Swearing; Physical violence; Deliberate destruction of property.
 - Purple Card – Behaviour which puts themselves or others at risk of serious harm, which is not ceased immediately once a verbal warning is given; leaving the classroom or school site without permission; deliberately discriminatory, homophobic or racist language; bullying.
 - If a child continues to not follow RESPECT, there is a systematic, stepped approach to manage these poor choices. (Appendix 2).

Our rules, rewards and sanctions work for the majority of children for most of the time, helping them develop good attitudes and keep to acceptable standards of behaviour. In rare instances, a child may have barriers that make it

harder for them to follow our school rules all the time.

Many factors can influence a child's behaviour, some within school's control, others are not. These may include:

- motivation
- problems with peers
- problems at home
- self-esteem
- medical problems
- feeling alienated
- anxiety and stress
- social media

Therefore, all staff should consider the cause as well as the effect of poor behaviour. Support systems are monitored regularly and external support will be sought for on-going areas of concern.

6. Role of Staff

- It is the responsibility of adults to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and when representing the school on educational visits.
- The adults in our school have high expectations of classroom and playground behaviour, and they strive to ensure that all children work to the best of their ability and treat each other well.
- The adults are role models for the children and they must treat each child fairly and consistently.
- Adults will treat children with respect and understanding.
- Adults report regularly to parents and carers about the progress of each child in line with the whole-school policy.
- The class teacher/key person liaises with the Senior Leadership Team and Home School Link Worker and external agencies, as necessary, to support the progress of each child.
- If there are growing concerns about the behaviour or welfare of a child, the teacher will refer the matter straight away to a senior leader and/or safeguarding team
- All meetings with parents are logged.
- All staff provide a positive model of behaviour and ensure high expectations are made explicit to the children. Support staff will inform class teachers of any negative behaviour.
- All staff must adhere to the Safeguarding policy at all times in conjunction with Keeping Children Safe in Education¹

7. The Role of the Executive Headteacher

- It is the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school by setting high standards for behaviour.
- It is the responsibility of the Executive Headteacher to implement this behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The Executive Headteacher supports all staff in implementing this policy to the highest standards.
- Records of all reported serious incidents of misbehaviour including bullying and racism will be reported to the Senior Leadership Team.
- The Executive headteacher has the responsibility for giving suspensions to individual children for serious

¹ Keeping Children Safe in Education – statutory guidance for schools and colleges Sept. 2022 (and any further updates)
July 2023

acts of misbehaviour. The school governors will be notified when this action is taken. If a child has had 15 days of suspensions in one term, a meeting of the governing body should be called.

- For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

8. The role of Parents and Carers

- We work collaboratively with parents and build a supportive dialogue between home and school, we inform parents immediately if we have any concerns about the welfare or behaviour of their child.
- Parents are expected to adhere to the Home School Agreement and support the actions of the school. This includes any sanctions given by the school for poor behaviour. Any queries regarding sanctions must be addressed firstly to the class teacher, then to the Phase Lead, Head of School and then the Executive Headteacher.
- We expect parents and carers to collaborate actively with the school, so that children receive consistent messages about how to behave at school and at home.
- We expect parents and carers to support their child's learning and to cooperate with the school as much as possible. This is set out in the Home School Agreement.

If a parent has a concern about the way their child has been treated, they should contact the Head of School or the Executive Headteacher. If these discussions cannot resolve the issues, a formal grievance or appeal process can be implemented following the complaints procedure (available on our website).

9. Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Executive Headteacher in carrying out these guidelines.

Trustees within ODST expect LGBs to adopt and hold policies which set out measures in a locally adopted behaviour policy which aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils

10. Discipline in schools – teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction²
- This power applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on educational visits.
- Teachers can also discipline pupils in certain circumstances when a pupils' misbehaviour occurs outside of

² Section 90 and 91 of the Education and Inspections Act 2006
July 2023

school

- Teachers can confiscate pupils' property (Appendix C)
- Teachers can discipline pupils on school premises or elsewhere when the pupil is under the lawful control of the member of staff

11. Power to use reasonable force³

The school follow the DfE 'Use of reasonable force in schools' guidelines (July 2013)

- Was it necessary?
- Was it reasonable?
- Was it proportionate?
- Was it in the child's best interest?

Reasonable force might be used during incidents where a child will:

- Harm themselves
- Harm others
- Damage property (only when this puts them or others at risk)

Members of staff have to the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. The headteacher or other senior leaders may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks, pornographic images or articles that have been, or could be, used to commit an offence or cause harm.

As a proactive strategy, St. Christopher's School upholds the principles of positive handling. Risk Assessments, action plans, behaviour passports and specialist training will determined by the needs of individual pupils on a case-by-case basis. All staff will be trained to the level required and the Home School agreement reflects the schools' and parents' commitment to the policy.

12. Suspensions and Permanent Exclusions

Physical Violence

If a child has shown physical violence towards another student a suspension may be issued. If a child has shown physical violence towards a staff member a suspension may be issued. Both of these could result in permanent exclusion.

Verbal Abuse

In severe cases, verbal abuse towards a staff member or another student may lead to a suspension.

For more information, please see the Suspension and permanent exclusion policy which is available on our website.

13. The Curriculum and Learning

We believe that an appropriately structured curriculum and differentiated, effective learning activities contribute to good behaviour. Through planning for the needs of individual pupils, the active involvement of children in their own learning, and structured feedback, we aim to reduce poor behaviour.

³ Use of Reasonable force – advice for headteachers, staff and governing bodies July 2013
July 2023

At St. Christopher's School for all teachers to have a class profile which outlines the strengths and needs for all children.

Where there is a specific need, the SENDCo HSLW can support staff in planning the correct provision for children who may not be able to access the curriculum based on a learning need or social/emotional need. This may result in a pupil profile.

Occasionally, children may be withdrawn from class to review their progress and set future targets for achievement. The Head of School and HSLW, in cooperation with the Phase leader, liaise with parents and staff as necessary, especially if there is a perceived need for additional support.

14. Equality of Educational Opportunity

Equality of Educational opportunity will be ensured for all pupils in line with the Equality Act 2010. See the St. Christopher's Equality Policy Plan which can be found on our website.

15. Monitoring, Evaluation and Review

The Governing Board will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout St. Christopher's School.

Next review: July 2025.



Appendix 2

Behaviour Steps

The following table details the behaviour steps that will be followed when a child fails to show the expected behaviours in school. Each step details the actions which will be taken by staff, the record keeping that will be made, and the support that will be put in place to help the child to correct their behaviours. Our 'Good to be Green' system is used in both the classroom and the playground to ensure clarity and consistency for both children and staff.

When each successive consequences card is issued, a child will progress by one step through our behaviour system. If a child receives more than one purple card in a week, they will have reached Step 4. At this point it may be necessary to put in place further measures and support to help them to correct their behaviours.

All support and monitoring will be reviewed on a half-termly basis, and any child who successfully corrects their behaviour will then be given the opportunity to move down the behaviour steps as appropriate.

Step	Actions needed for child	Follow up actions from class teacher (and phase leader/senior leaders where appropriate)
Step 1 Yellow card in lesson	• Verbal warning • Short restorative conversation to take place between the child and relevant children/adults. • Reasonable adjustments made to prevent a repeat of the behaviours (e.g. moving places, temporary confiscation of distracting objects, etc.)	• Yellow card to be recorded on behaviour chart.
Step 2 Red card in lessons	• 10 minutes time out in class/on the playground. • Short restorative conversation to take place between the child and relevant children/adults. • Reasonable adjustments made to prevent a repeat of the behaviours (e.g. moving places, temporary confiscation of distracting objects, etc.)	• Red card to be recorded on behaviour chart. • Log behaviour on My Concern.
Step 3 Purple card	• Sent to Phase Leader for a discussion of their behaviour and reflection time out of class.	• Log behaviour on My Concern. • Teacher to contact a parent/carer to discuss the behaviour and update My Concern with outcomes. • Phase leader to monitor My Concern and close the concern when actions are completed.
Step 4 Child receives a second purple card on the same	• Sent to a member of SLT (escorted by TA) for that lesson/playtime with work. • Child is placed on a Success Tracker to the Class Teacher, which will be monitored and reviewed regularly by the class teacher and SLT.	• Log behaviour on My Concern. • Teacher to contact parents to organise a meeting (with Phase Leader and/or a member of SLT where appropriate). • Log meeting notes on My Concern. • Inform all relevant staff (including lunch time supervisors). • Phase leader to monitor My Concern and close the concern

day.		when actions are completed.
Step 5 Child fails to follow the Success Tracker put in place in Step 4. Child receives a further purple card during Step 4.	• Sent to a member of SLT (escorted by TA) for the remainder of the morning/afternoon with work. • Child is placed on a Success Tracker to Phase Leader, which will be monitored and reviewed regularly by the class teacher and SLT.	• Log behaviour on My Concern. • Log plan steps on My Concern. • Phase Leader to contact parents to organise meeting with themselves, Class Teacher, and a member of SLT (where appropriate). • Log meeting notes on My Concern. • Relevant adjustments made to timetable/curriculum interventions/SEND support to meet needs of the child. • Inform all relevant staff (including lunch time supervisors).
Step 6 Child fails to follow the behaviour report put in place in Step 5. Child receives a further purple card during Step 5.	• Sent to a member of SLT (escorted by TA) for the remainder of the day with work. Not allowed with peers at break or lunch. • Child not allowed back into class until a meeting has happened with parents. • Child is placed on a Success Tracker to the Head of School. • If a child does not respond positively to the Success Tracker and further incidents result in Purple cards, then a suspension will be considered at the discretion of the Executive Headteacher. • Please refer to our Suspension and Permanent Exclusion policy.	• Log behaviour on My Concern. • Log report steps on My Concern. • A member of SLT to contact parents to organise a meeting with themselves, Class Teacher, Phase Leader and Phase Leader/SENCo to meet with child's teacher/TA to assess learning needs. • Log meeting notes on My Concern. • Relevant adjustments made to timetable/curriculum interventions/SEND support to meet needs of the child. • Inform all relevant staff (including lunch time supervisors).

Exceptions: Continual defiance, swearing, violent behaviour and fighting will not be tolerated.
Advice to be sought from SLT for next steps for the child on a case-by-case basis.

Appendix 3 – Nurture Principles

1. Children’s learning is understood developmentally

Children are at different stages of development – socially, emotionally, physically and intellectually – and need to be responded to at their developmental level in each of these areas. Responding to children ‘just as they are’, with a non-judgemental and accepting attitude, will help them to feel safe and secure.

Social, emotional and behavioural development tools such as the Boxall Profile®, help staff to assess and track a child’s needs and put strategies in place to support positive development.

2. The classroom offers a safe base

A classroom environment is inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children’s relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning.

Where possible, predictable routines are explained and practised, and there are clear expectations and positive models of how all adults in school relate to children and young people, both in and out of the classroom. Consider whether your setting is a safe place – physically and emotionally – for your pupils, staff, parents and carers. How do you promote structure and predictability? It is also important that your classroom or nurture space has quiet zones and reflections of home.

3. The importance of nurture for the development of wellbeing

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals. In practice this involves noticing and praising small achievements – nothing should be hurried.

Provision and strategies should be put in place that promote the welfare and wellbeing of children and young people, as well as staff welfare and wellbeing. Consider how achievements and attainments are celebrated, and what structures are in place to promote the pupils’ voice.

4. Language is a vital means of communication

It is important for children and young people to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language towards children and young people, and how this can impact them. Children often ‘act out’ their feelings as they lack the vocabulary to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching language skills. This enables words to be used instead of actions to express feelings, and imaginative play can be used to help children understand the feelings of others.

It is helpful to provide opportunities for pupils, parents and staff to express their views, and that adults model how to share feelings and experiences. Pupils’ voices should be valued, and language should be assessed, developed and embedded in all aspects of the curriculum at the appropriate level for the child or young person.

Consider how children are taught to recognise emotions and name them in your context. Are they taught to recognise early warning signs of anger or anxiety and use strategies to de-escalate? How do daily routines allow for conversation and sharing of experiences?

5. All behaviour is communication

People communicate through behaviour. It is the adult's role to help children and young people to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. Our first responsibility in dealing with difficult or challenging behaviour, after safety, is to try to understand what the child is trying to tell us.

The outward behaviour is often the 'tip of the iceberg', and so it is important to consider the immediate environment and what occurred just before the incident happened. School events, the time of year, and home circumstances can also give us clues. Adults need to be calm and consistent, and understand that children may communicate their feelings in different ways. Children and young people need to be encouraged to reflect on their behaviour, and understand how to express their emotions appropriately.

This does not excuse the behaviour, but helps us to ask why the behaviour is occurring. Given what we know about this child and their development, what are they trying to tell us? It helps staff to respond in a firm but non-punitive way by not being discouraged or provoked. Having a quiet area to help students to become calm, and giving them time before a discussion can often help, as well as recognising potential triggers and anxieties that could be avoided or reduced.

6. The importance of transitions in children's lives

Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and young people, and school staff need to help the child to transition with carefully managed preparation and support.

Pupils should be included in the planning of support, as well as parents and carers where possible, and information should be shared at key transition points. Staff need to understand the emotions that may be triggered by both small and large changes, and children should be pre-warned or reminded about changes in routines, using visual timetables to emphasise this.

Consider periods of transition for your children; is there inexplicable behaviour just before the end of the day? Do staff feel frustrated by pupils who cause disruption as they move around the school? Children and young people may feel calmer if time can be made to discuss how they feel when things change, in an open and honest way, to help them put coping strategies in place.

Appendix 4 – Reflection sheet linked to Zones of Regulation



St Christopher's C of E Primary School

"I have come in order that you might have life - life in all its fullness"

John 10:10



REFLECTION SHEET

Name:.....Date:.....

How do I feel?



What happened?

I was not being:

☐ Safe

☐ Responsible

☐ Kind

☐ Respectful

Next time I will...

☐ Ask for help☐ Use my words☐ Be kind

☐ Take a break☐ Go to a reflection table☐ Be safe

☐ Breathe☐☐ Be respectful

What can I do to make it right?

How do I feel now?



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Appendix 5

Legislation and Statutory requirements

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

- Behaviour and discipline in schools <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Searching, screening and confiscation <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- Equality Act 2010 <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Use of reasonable force in schools <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Supporting pupils with medical conditions at school <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

It is also based on the special educational needs and disability (SEND) code of practice. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils <http://www.legislation.gov.uk/ukpga/2002/32/section/175>
 - Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property <http://www.legislation.gov.uk/ukpga/2006/40/section/88>
 - DfE guidance on Exclusions <https://www.gov.uk/government/publications/school-exclusion> <http://www.legislation.gov.uk/uksi/2012/1033/made>
- Oxfordshire County Council Guidance on exclusions <http://schools.oxfordshire.gov.uk/cms/node/314>

Confiscation of inappropriate items

What the law allows:

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

- 1) The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully⁸. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
- 2) **Power to search without consent** for "prohibited items"⁹ including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.