

ATLP Relationships & Behaviour Policy



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This policy relates to all schools within the Arthur Terry Learning Partnership (ATLP). The term ‘schools’ is used to refer to any school or schools within the ATLP. The phrase term head teacher also relates to Heads of school.

Where this policy refers to ‘staff’ or ‘we’, the policy refers collectively to all employees in the Trust, as well as agency workers, self-employed contractors and governance representatives (i.e. Trustees, Advocates and Members).

1 Introduction

The Arthur Terry Learning Partnership (“the Trust”) is committed to promoting the physical, mental and emotional welfare of every child. Our aim is that all our children and their families experience equity, understanding, belonging and love. Children are at the heart of everything we do. We seek to intentionally focus on listening to children and their families and understanding their concerns so that we can address them and remove any barriers to learning, attendance and good behaviour. The Trust’s behaviour strategy is relational and focuses on securing positive relationships with and between children to create an inclusive culture with calm, safe and supportive environments conducive to learning across its schools, and conducive to our children becoming effective and responsible citizens.

The Trust believes that:

- every child should be given the opportunity to develop a sense of personal responsibility for their own actions, as all children are capable of growth, change and development and
- every child has the right to learn in a calm environment conducive to learning.

The Trust believes in the value that every member of the school community contributes, and as a result we insist on a constructive partnership between staff and children in which both can expect courtesy, respect and high behavioural standards. This policy has been developed in reference to the DfE [Behaviour in schools guidance September 2022](#). It also takes account of [Suspension and permanent exclusion guidance September 2023](#), [Searching, Screening and Confiscation](#) and [Use of reasonable force in schools](#).

2 Relational practice

Relational practice is used as an umbrella term for the approaches used across all schools. Within this practice we seek to be trauma informed, attachment aware and promote restorative practice. We understand that behaviour is a form of communication, and knowing our children well allows staff to respond in the most appropriate way to create a culture of high expectations of behaviour. Through positive relationships, being explicit in our teaching about the way we expect all members of our community to behave and role modelling positive behaviour we will establish inclusive, calm, safe, and supportive environments conducive to learning across all schools. Children should be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working in a relational way is a whole-trust approach that places the building, maintaining and repairing of relationships at the centre of how the organisation works. It involves providing a culture of inclusivity and belonging throughout the organisation. Relational practice ensures that every voice in school is heard. It encourages children to treat others with respect and to understand why relationships are important.

Our relational approach helps children:

- form positive relationships
- understand how their actions can affect others
- develop positive characteristics they can use in and out of school
- understand themselves and each other better

- learn why it's important to see another person's point of view
- see that we all learn through making mistakes as well as through being successful
- repair relationships with other children and staff following an incidence of poor behaviour, conflict or relationship breakdown

3 Aims and Objectives

By promoting a relational approach to behaviour, and through setting high standards of expected behaviour, the Trust and its schools aim to:

- support children to achieve the awareness outlined in section 2.2;
- promote positive relationships that safeguard and promoted the welfare of children, creating inclusive and effective learning environments;
- maximise the quality of the learning experience of all children enabling everyone to learn effectively;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment in which everyone feels safe;
- support children whose behaviour in the school environment is challenging or who may find friendship and co-operation difficult.

4 Application of Policy

This policy applies to all members of the Trust community. Each school within the Trust will apply the consequences in this policy for behaviour that takes place outside of school premises when it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the school, staff will consider:

- whether the child is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a child at the school at the time of the poor behaviour; and/or
- the severity of the misbehaviour, whether the child's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another child or member of the public or could adversely affect the reputation of the school and/or Trust.

5 Principles of Behaviour

The ATLP and its schools are inclusive. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort as outlined in the Trust's Equality and Diversity, and Safeguarding Policies. The ATLP fully acknowledges and embraces its duties under the Equality Act 2010 to promote equality among students and staff. This policy seeks to contribute to that aim.

High standards of behaviour are expected and set out in this policy. Staff will know children well. They will seek to understand the reasons for students' behaviour, while not accepting lower standards.

Trustees, advocates and school leaders expect a wide range of rewards, consistently and fairly applied in such a way as to encourage and recognise good behaviour and character around school. Consequences for unacceptable behaviour should be known and understood by all staff and children and applied with professional judgement. Whenever possible a restorative approach to resolution will be used when deciding on appropriate consequences. This will not always be possible, however.

It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual child, and staff are expected to use their discretion. Consequences should however be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disability and the needs of vulnerable children. Support and assessment from the school, wider Trust and external agencies should be available as necessary to support children who display continued disruptive behaviour.

We expect children and parents and carers to work with us as 'partners in learning' to maintain an orderly climate for learning.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusion may be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The circumstances that may warrant a suspension or permanent exclusion to occur can be found in the suspensions and exclusions policy. Alternative options should always be considered when possible to avoid children missing time in school.

All ATLP schools must establish a positive culture of behaviour through an effective curriculum for behaviour. Students should understand what good behaviour looks like, not only which behaviours are prohibited. Alongside the principles outlined in this policy, the behaviour curriculum will represent the key habits and routines required in each school. These are for schools to determine. Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices will promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow. Staff should use clear and consistent language when acknowledging positive behaviour and addressing misbehaviour. Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

6 Roles and Responsibilities

All members of the Trust community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

Board of Trustees

The Trustees will work with the Trust's Leadership Team to set the ethos and core values that promote inclusive environments with high expectations of behaviour from children attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the Trust CEO, Directors of Education, Strategic Leads and Headteachers to account for its implementation. Trustees will ensure that they and local school advocates receive relevant training on suspensions, exclusions and behaviour at least every two years, and safeguarding training on an annual basis.

The Chief Executive Officer

The CEO, supported by the Directors of Education, will ensure that this Behaviour Policy is applied consistently across the schools within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for children requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on relational and behaviour management.

Local School Advocates

Advocates (local school governance) for each school will review and monitor the application and implementation of this policy by receiving regular reports from the school headteacher on attendance behaviour, behavioural consequences and support put in place for children at the respective school. Advocates will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the headteacher.

Headteacher

Each headteacher, with support from their respective senior leadership team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their relational and behaviour management strategies. The headteacher will ensure that the teaching of behaviour expectations is included in induction for all staff and children, regardless of whether they enter the school at standard or nonstandard entry points. The headteacher will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently, any required searches are carried out lawfully, and the use of removal from the classroom is used appropriately and is not having a disproportionate effect on children sharing particular protected characteristics, or with vulnerabilities. The headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

Staff

All staff will:

- communicate the contents of this policy to all children and parents/carers to ensure that the Trust's approach and expectations are transparent to all children and parents, and that expectations of, and responses to, behaviour are fair, proportionate, and predictable;
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account additional challenges or vulnerabilities some children may face which may result in reasonable adjustments to ensure equity;
- promote a teaching and learning ethos which encourages all children to attend and participate in lessons whatever their level of ability or need;

- promote and role model positive behaviour at all times;
- provide praise, rewards and reinforce positive behaviour;
- understand that there may be contributory factors which affect children’s behaviour, adopting a curiosity mindset and respond according to individual need;
- work in partnership with parents/carers to support the positive development of a child and ensure clear expectations for all those involved with the school.
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- record incidents of poor behaviour and associated consequences in the child’s behavioural log;
- engage with and attend all training and development sessions to continually improve their behaviour management and teaching, and learn from best practice.

Parents and Carers

Parents and carers play an important role in ensuring good behaviour from their children. Parents are expected to:

- encourage their child to show respect for members of the community and the school environment and be good role members for other members of the community;
- support the school in modelling polite, positive relationships;
- work in partnership with school staff to ensure that their child is able to achieve to the best of their ability;
- work with the school to help children make wise and informed decisions that impact their attendance, achievement and well-being, including avoiding term-time holidays;
- work with the school to ensure their child follows Trust and school expectations and procedures;
- help us to understand your child by informing the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child’s behaviour;
- inform the school in writing of any medication their child needs to take (see the “Supporting children with medical needs” policy).

The ATLP wishes to emphasise that violence, threatening behaviour or abuse by children, or parents/carers towards staff will not be tolerated. If a parent/carer does not conduct themselves appropriately, the school may choose to restrict their access to the school premises. Further details regarding the expectations of parents/carers can be found in the ATLP Parent Code of Conduct.

Students

Each school within the ATLP maintains documentation outlining their local school rules which is applicable to their school’s context. Please see your school’s website for a copy of these local rules.

Alongside local school rules, the Trust expects children to show care for other people, care for their school building and environment, and care for property. The standards of behaviour that we expect are discussed with the children throughout the school in age-appropriate ways and these standards are continually reinforced.

Caring for people

We expect children to develop the skills to maintain positive relationships, and to consider how their behaviour or actions may affect others.

We expect children to treat others with kindness, respect and dignity, and to show consideration for the rights, views and property of others.

We expect children to develop a responsible and co-operative attitude towards work and towards their roles in society.

We expect children to work to the best of their abilities and allow others to do the same to achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.

Caring for the building and environment

We expect all children to respect the school building, facilities and equipment, to use the bins provided for litter and look after school property. We expect children to use the allocated areas when participating in physical activities to prevent any damage to the school property. Children who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment.

Caring for property

We expect all children to respect other people's work and property alongside their own, and to take pride in displays around the school. Children are asked to avoid bringing valuables into school.

7 Positive Reinforcement

The Trust believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

All staff have a responsibility to implement, monitor and evaluate the use of praise and must ensure there is equity of opportunity for children to achieve rewards regardless of age, ethnicity, gender, special educational needs, and disability. Staff are aware of the potential for bias, including unintentional or perceived bias, and consequently trends regarding staff use of rewards and sanctions shall be reviewed by school leadership teams periodically.

Each school within the Trust maintains their own range of rewards. Please see your local school's website for details.

8 Actions if children are not meeting expectations

We accept the child at all times but not always the behaviour. We seek to support all children by setting clear and consistent boundaries. Boundaries help children to feel safe and secure. They show the child that the adult knows what they are doing and that they can be looked after. These could include expectations around respect for ourselves and others (physically and socially and emotionally) and for our school.

Due consideration will be given to the child's age, any special educational needs or disability and any religious requirements to ensure that actions taken and/or consequences are reasonable and proportionate to the circumstances of the incident and child involved.

Consequences should never make a child feel shame. Through accepting the child and dismissing shame, we build secure relationships with the child, and so increase and develop children's ability to stay regulated.

A wide range of consequences are available to staff to support children taking responsibility for their actions, repairing any harm caused or repairing relationships. The consequence of particular incidents will depend on the severity and regularity of the behaviour and will be proportionate in the individual circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement, and may include:

- verbal reprimand;
- requiring a written apology;
- confiscation of a child's property;
- missing break time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges – school
- internal exclusion;
- detention including during lunch time, after normal school hours and at weekends;
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring;
- removal from a class or groups;
- education off-site for a designated period;
- suspension or permanent exclusion.
- detentions.

Staff will only issue detentions outside of school hours when it is reasonable after having considered whether:

- the detention may put the child at increased risk or compromise their safety;
- the child has known caring responsibilities or religious requirements;
- the detention timing conflicts with a medical appointment;
- suitable travel arrangements can reasonably be made by the parent for the child, disregarding any inconvenience for the parent.

During a lunchtime detention, staff will ensure that sufficient time is given for the child to eat, drink and use the toilet.

Parents will usually be informed of detentions that take place after school. Notice may not be necessary for a short after-school detention where the pupil can get home safely

- Removal from classrooms

Removal from classrooms for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. Reasons for removal are:

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

The length of time for removal will be tailored to the needs of the child, proportionate to the reason they were removed. Considerations will be made for a planned successful reintegration, back into the classroom. Staff will consider assessment of underlying factors of disruptive behaviour.

The reintegration of a child who has been removed from the classroom is an important process, and as a Trust we take the approach that we and our schools are 'partners in learning' with families. It is therefore expected that parents/carers will attend a reintegration meeting to discuss strategies to be introduced to encourage reflection by the child and avoid a repeat of the behaviour that led to the child's removal.

If a child has a social worker or is a child in care, the headteacher will ensure that the social worker and/or Virtual School Head (as applicable) are informed of the removal from lessons and adaptations to the Personal Education Plan are made to reflect the behaviour support in place.

- Suspensions and permanent exclusions

Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and the local school rules, and where allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school. The school will follow the Trust's Suspensions and Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

In some circumstances it may be necessary for identified appropriate members of staff to search pupils or their belongings if there are concerns. Please see Section 13 of this policy.

ATLP schools seek to maintain good relationships with their local communities. This is achieved in part by reinforcing high expectations outside of school for their children. ATLP schools may need to discipline pupils for negative behaviours outside school including issues that arise when witnessed or reported by others.

- taking part in school organised or related activity.
- travelling to or from school.
- that affect members of the school or our local community.

In some situations, the Safer Schools Police Officer may be involved.

School staff aim to work in cooperation with parents and carers to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include a designated teacher or safeguarding lead making enquiries into circumstances outside of the school and/or staff having a targeted discussion with the child, including explaining the situation, alternative choices that could have been made, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The Trust recognises the importance of effective home-school communication. When necessary, we will endeavour to communicate with parents, the Virtual School Head for children in care, and children's social care for children who have a social worker, regarding children's behaviour. When a consequence is imposed, parents will be informed in writing.

The ATLP recognises that changes in behaviour may be an indicator that a child needs support or protection. The school will consider whether the behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. When this may be the case, staff will follow the school's safeguarding policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. Please refer to the ATLP Safeguarding & Child Protection Policy for more information.

The following behaviour is not acceptable and will be taken seriously. All incidents will be addressed on with appropriate consequences. A restorative approach will be taken when it is appropriate to do so and would not cause further harm to the child who has been harmed:

- bringing, supplying or consuming illegal or inappropriate items on the school site including offensive weapons, pornography, illegal drugs and alcohol and other substances including "legal highs", or prescription drugs or non-prescription drugs without a lawful reason;
- verbal abuse to staff, children or other individuals;
- physical or assault or threat of violence to/attack on staff, children or other individuals;

- sexual assault or sexual harassment;
- any form of bullying, including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- indecent behaviour;
- damage to property;
- gambling on school property;
- recording or taking images of children or staff without their express consent;
- theft;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the child's behaviour;
- malicious allegations against staff.

9 Preventative measures to exclusion

Headteachers should consider a range of interventions in order to prevent exclusion or repeated suspensions. When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances. The ATLP recognises that some children may benefit from support available at different educational environments, and that in order to avoid suspension and permanent exclusion from schools, some children may benefit from attending provision on a part-time or permanent basis at another school. Such provision is also designed to provide respite and capacity. Other measures may include a planned intervention in a pupil support unit, an off-site direction as a temporary measure and managed moves as a permanent measure.

Any use of alternative provision should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used for time-limited periods as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.

When off-site directions are used, strategic leads will seek assurances on behalf of Trustees that:

- the school has taken every appropriate action to address the pupils' needs before considering alternative provision;
- consideration of moving pupils to alternative provision is done on a case-by-case basis and always in the best interest of the child and not, for example, to avoid their results being counted in performance measures;

- the school has a clear plan around the purpose of the provision, how it meets needs, how it will be reviewed and there is a clear re-integration in place;
- placements of students directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that student is benefiting from it;
- the alternative provision is of good quality and is well resourced to meet the needs of the pupil academically and socially;
- the provision is registered with the DfE, unless there is no such provision that meets the student's needs;
- students must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling;
- the student will be made to feel that they remain part of the school community, for example through regular visits by a trusted member of staff and through being invited as appropriate to take part in school activities.

Parents (or pupils aged 18 or over) (and the local authority if the pupil has an Education, Health and Care (EHC) plan) will always be notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day. Pupils and parents will be actively involved in reintegration meetings.

Where a pupil has an Education, Health and Care (EHC) plan, headteachers will contact the relevant authority at an early stage if it is contemplating a placement for a pupil with an EHC plan in an offsite direction. The local authority will need to follow the statutory procedures for amending the setting on the plan.

10 Partnership with other local schools

ATLP schools work with one another and other neighbouring schools where possible to support children who may benefit from accessing another school's provision on a temporary basis, or who may need a fresh start through managed moves and other inclusive approaches to reducing exclusion. When a temporary move needs to occur to improve a pupil's behaviour, then offsite direction (as described above) should be used.

When school staff identify that a child may benefit from local school partnership arrangements, discussions will be had with parents and other relevant stakeholders ahead of any decisions being made. Managed moves should be offered as part of a planned intervention, once other interventions such as multi-agency support and statutory assessments have been explored.

If headteachers are contemplating a managed move for a student with a EHC plan, they should contact the relevant authority.

The ATLP will never pressurise a student or their family into a managed move. Managed moves will always be in a student's best interests.

11 Children with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other children of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The Trust is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to try to ensure that the child receives appropriate support through an individualised approach in order to allow them to access the same opportunities and outcomes as their peers. The Trust is conscious of its legal duties under the Equality Act 2010 in respect of children with disabilities and will make reasonable adjustments to the application of this policy to avoid any substantial disadvantage that a child may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment may include different consequences for a child whose behaviour is linked to their disability than would be imposed for a child exhibiting the same behaviour who does not have that disability or difficulty. The Trust will not assume that because a child has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school and staff on the facts of the situation.

An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Map will be used for children with SEND whose condition causes them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's SEND policy and the individual school's SEN Information Report for more information.

The respective school will as far as possible, anticipate likely triggers of misbehaviour for children identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a child with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a child's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

12 Investigating Incidents

Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious violations may be carried out by two staff together. In secondary schools, children who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary schools, children who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading, and appropriate to the age and understanding of the child. If the police wish to question the child, the school will ensure that a responsible adult is present at all times and will inform the child's parents of what has happened as soon as possible.

Some schools within the trust use Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for children, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a consequence. Please see the Trust's privacy notices and Health and Safety Policy for more information.

When more than one child is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the investigating staff members will use their professional judgement to come to a conclusion on the balance of probabilities.

In exceptional circumstances, children may receive a suspension pending an investigation if there is a possibility that the welfare of other children may be compromised by that child remaining in the school. Further details are available in the Trust's Safeguarding and Child Protection Policy.

13 Search, seizure and confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a child's clothes, bags and/or lockers is deemed appropriate, a search may be carried out by the relevant school's headteacher or staff authorised by them. Staff will follow the latest DfE guidance ¹on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of the child being searched or screened. This includes the individual needs or learning difficulties of children with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a child has a disability.

Headteachers will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all children and staff with support from the designated safeguarding lead (or deputy). Headteachers will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a child who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

We understand that the concept of being searched may be intimidating for children, and staff will assess and balance the risk of a search on the child's mental and physical wellbeing. Whether or not any items have been found as a result of any search, staff will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the child is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the Trust's Safeguarding and child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

children safe in education. School staff will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Further information regarding search, seizure and confiscation can be found in Appendix 1.

14 Use of positive handling and/or reasonable force

The ATLP believes that it is important to establish a safe, secure and stable environment to enable children to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, managing aggressive behaviour through positive handling interventions may be required. This is a last resort and rare but may be needed on occasion. The appropriate staff are trained to do this, however all members of staff (and anyone whom the headteacher has given the responsibility to be in charge or in control of the children) are lawfully permitted to use reasonable force to prevent children committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used shall be the minimum needed.

All incidents when staff use reasonable force to safeguard children will be recorded on MyConcern, any Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps reviewed and parents/carers will be informed. An open dialogue between the school and parents/carers will be maintained in order for school strategies to be introduced to encourage more positive behavioural choices and to avoid a repeat of the behaviour that led to positive handling being required. Whenever possible and appropriate, the views of the student will be sought and recorded at an appropriate time. This may be once the student has had time to calm down and reflect on the actions that led to reasonable force being used.

15 Bullying

The Trust will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. The relevant ATLP school's Anti-Bullying Policy should be read in conjunction with this policy, and the Trust's Safeguarding & child protection policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

The Trust wants to make sure that all children feel safe in their respective schools and included within the school and trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is taken extremely seriously.

Bullying can be verbal or physical, by person or by electronic, online or written means and can be directed at both staff and children. The Trust uses a range of measures to prevent bullying within the school community. It is made very clear to children the importance of forming positive relationships with their peers, staff and members of the public, and that any forms of bullying are not acceptable and will be taken seriously.

All incidents/reports of bullying will be investigated, recorded on MyConcern and dealt with on an individual basis which will be aligned with the principles and practices of relational practice. Children will be encouraged to take responsibility for their behaviour by thinking through the causes and consequences, and to repair the situation.

Maintaining a focus on relational practice in addressing instances of bullying helps children to develop empathy and teaches them vital life skills about avoiding and resolving problems independently.

16 Digital Technology

The Trust believes in the importance of technology to support equality of opportunity for children, and that our schools have a responsibility to prepare our children for the rapidly evolving technological landscape to ensure they have the tools required for life in the future. However, technology also brings with it inherent threats, including those associated with social media.

The ATLP provides all children with an iPad to enhance their learning opportunities. Children are expected to take reasonable care so that the device is not at undue risk of damage or theft, any damage or lost device should be reported immediately. ATLP-provided iPads do not facilitate social media access.

The Trust recognises that iPads are not the only devices that children have access to and does not accept responsibility for mobile phones brought into school. Where children are in possession of a mobile phone, they must not use their phones during lessons unless asked to by a member of staff. If pupils are not using their phone appropriately or at an appropriate time their phone could be confiscated and returned to parents/carers.

Many online behaviour incidents amongst children take place outside the school day and off the school premises, however these incidents will affect the school community. Where online incidents are identified and it is established that harm has been caused by a member of the ATLP community, the incident will be addressed under the terms of this policy.

17 Complaints

If parents/carers have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the headteacher in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the DfE Suspensions & Exclusions guidance will be followed.

Appendix 1: Searching, Screening & Confiscation

Staff may confiscate or seize items in the possession of children that pose a risk to staff or children, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a child's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a child's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other children to be educated. Where appropriate a member of staff may retain or dispose of a child's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

A teacher or someone who has lawful control of the child can search a child **with their consent** to look for any item banned by the school rules. Children must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the child why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the child refuses to give permission the school may impose a consequence for failing to follow a reasonable instruction.

Headteachers and other members of staff authorised by them have a statutory power to search a child **without the child's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a child was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the child).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the respective school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder.

Any search without consent must be conducted by a member of staff of the same sex as the child in the presence of another member of staff. A member of staff can only carry out a search of a child of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When conducting a search children must not be required to remove any clothing other than outer clothing. 'Outer clothing' is any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the child(ren) involved and will advocate for child wellbeing at all times. Before calling police into the school, staff will assess and balance the risk of a potential strip search on the child's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Headteacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff will inform a parent of the child suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

Staff should keep a record of any searches conducted on children and inform parents that a search has been carried out as soon as reasonably practicable. These should be logged on MyConcern. Records should include:

- the date, time and location of the search;
- which child was searched;
- who conducted the search and any other adults or children 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.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

Schools may require children to undergo screening by a walk-through or hand-held metal detector (arch or wand) regardless of whether they suspect the child of having a weapon and without the child's consent. If the child does not agree to undergo the screening the school has the right to stop them from entering the premises and will treat the child's absence as unauthorised.