



Jasmine Grove School

Behaviour, Relationships and Regulation Policy

Version	Date	Created/Updated By
1.1	8 th April 2024	Anna Hulme
1.2	11 th September 2024	Ali McGregor
1.3	10 th January 2025	Anna Hulme
1.4	January 2026	Anna Hulme
1.5	September 2026	Anna Hulme

1.Statement of intent

Jasmine Grove School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. At Jasmine Grove School we aim to promote positive social, emotional and mental health change in our pupils through a supportive and consistent approach across education based on the needs of our pupils and young people.

Jasmine Grove School admits vulnerable pupils who experience significant barriers to learning due to severe and complex learning difficulties and disabilities, autistic spectrum condition, associated medical, health needs and mental health needs.

We recognise that behaviour is a form of communication which we should seek to understand. Many of our pupils exhibit and display behaviours that act as barriers to learning and inclusion. Through our holistic curriculum we strive to overcome these barriers.

We aim to:

- Provide a safe, nurturing environment where pupils can thrive.
- Understand behaviour as a form of communication to address individual needs.
- Promote resilience and mental well-being through a whole-school approach.
- Foster positive relationships with pupils, parents, and carers.

Our core commitments include:

- Promoting desired behaviour and acknowledging successes.
- Maintaining equality and fair treatment for all.
- Ensuring a safe environment free from violence, bullying, and discrimination.

Jasmine Grove School recognises that behaviour is a form of communication. We understand that many pupils have experienced adversity, disruption, trauma, unmet needs, anxiety, exclusion from previous educational settings or significant special educational needs. Our approach is therefore relationship-based, trauma-responsive and rooted in the understanding that behaviour reflects underlying needs as well as choices.

We maintain high expectations for all pupils whilst recognising that pupils may require different levels of support, scaffolding and intervention to achieve success.

We seek to understand the function of behaviour before determining the most effective response.

2.Principles and Values

The philosophy of Jasmine Grove School centres on inclusivity and respect, embracing diversity across age, gender, disability, ethnicity, and other protected characteristics. Our values include:

- Fostering mutual respect, trust, and honesty.
- Encouraging self-confidence, independence, and resilience.
- Promoting British values, including democracy and the rule of law.
- Partnering with stakeholders to maintain high behavioural standards.

3.Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

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

Behaviour and discipline in schools: Advice for headteachers and school staff 2024

The Equality Act 2010

Keeping Children Safe in Education 2024

Suspension and permanent exclusion from maintained schools academies and student referral units in England, including student movement 2024

Use of reasonable force in schools

Supporting students with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice 2015

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, Relationships and Regulation Policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy operates in conjunction with the following associated documents:

- Pupil Code of Conduct
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension & Exclusion Policy
- Child-on-Child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Individual Risk Assessments
- One Page Profile inclusive of Pupil Support Plan

4.Roles and responsibilities

Creating and maintaining a culture of positive behaviour at Jasmine Grove School is a collective effort. By embedding the principles of Ready, Respectful, and Safe, each stakeholder contributes to a learning environment where pupils can thrive socially, emotionally, and academically.

4.1 Governing Board

The governing board oversees the implementation and effectiveness of the Behaviour, Relationships and Regulation Policy. Specific duties include:

- Monitoring behaviour trends and ensuring the school operates in alignment with statutory requirements.
- Providing the resources needed to embed the expectations of being Ready, Respectful, and Safe into the school's culture.
- Supporting leadership in maintaining high standards of behaviour across all areas of school life.

4.2 Headteacher

The headteacher ensures the consistent application of the Ready, Respectful, Safe expectations by:

- Setting a vision for a calm, inclusive school environment.
- Ensuring all staff, parents, and pupils understand the importance of these core principles.
- Providing staff with training and resources to model and reinforce these expectations.
- Regularly analysing behaviour data to address trends and improve practices.

4.3 Teachers and Support Staff

All staff are responsible for implementing the Ready, Respectful, Safe framework in every interaction with pupils. Their key responsibilities include:

1. Promoting 'Ready' Behaviour:
 - Ensuring pupils come to lessons prepared with the necessary materials and mindset for learning.
 - Establishing clear routines, such as how to enter the classroom calmly and begin tasks promptly.
2. Encouraging 'Respectful' Interactions:
 - Modelling kindness, empathy, and patience in all communications.
 - Reinforcing respectful language and behaviour between pupils and staff.
 - Addressing any form of disrespect promptly and fairly.
3. Maintaining a 'Safe' Environment:
 - Ensuring the physical and emotional safety of all pupils by identifying and mitigating risks.

- Teaching pupils how to manage emotions and actions in a way that does not harm themselves or others.
- Responding to unsafe behaviour immediately, with clear explanations and support.

4. Individualised Support:

- Collaborating with the SENCO and pastoral staff to develop behaviour plans for pupils who need additional help to meet the Ready, Respectful, Safe standards.
- Adapting classroom strategies for pupils with autism, ADHD, or SEMH needs.

4.4 Parents and Carers

Parents and carers play a vital role in reinforcing the principles of Ready, Respectful, Safe. Their responsibilities include:

- Encouraging Readiness: Supporting their child to arrive at school prepared, with the appropriate uniform, equipment, and mindset.
- Promoting Respect: Modelling respectful attitudes at home and reinforcing the importance of kindness and understanding towards others.
- Ensuring Safety: Working with the school to address any concerns about their child's behaviour and supporting strategies for improvement.

4.5 Pupils

Pupils are expected to uphold the principles of Ready, Respectful, Safe in all areas of school life. Their responsibilities include:

1. Being Ready:

- Arriving at lessons on time with the required materials and a positive attitude to learning.
- Following classroom routines and engaging actively in lessons.

2. Being Respectful:

- Listening to others, using polite language, and treating everyone with dignity.
- Valuing diversity and showing empathy towards peers with different needs or perspectives.

3. Being Safe:

- Behaving in a way that ensures the safety and well-being of everyone in the school community.
- Reporting any concerns about bullying, harm, or unsafe situations to staff.

By adhering to the principles of Ready, Respectful, Safe, all members of the school community contribute to a harmonious and productive environment that supports every pupil's growth and success.

5. Definitions

Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

Bullying – Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Details of our approach to preventing and addressing bullying can be found in our Anti Bullying Policy

6. Behaviour Curriculum

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Jasmine Grove School sets high standards of behaviour from pupils both in and out of school, laid out in the Pupils' Code of Conduct for pupils and young people (Appendix 1)

Jasmine Grove School has its own **Expectations of all** which are:

1. Value everyone's right to learn
2. Follow instructions
3. Use appropriate language to all
4. Respect everyone's personal space
5. Look after school property
6. Stay in the correct zone

Whilst the principles and procedures contained in this policy document will be applied equally to all pupils, each pupil at school is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use behaviour programmes as appropriate to the unique individual needs of each pupil. This reflects the whole ethos of Jasmine Grove School in treating pupils as individuals and tailoring our work to meet individual needs through Individual Education Plans (IEP) & Support Plans, which include individual Behaviour Support.

The main emphasis at school is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the pupils and young people; or are related to consideration for themselves and others.

Staff will positively intervene, applying a range of supportive strategies, use of logical consequences in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the pupils and adults; or show lack of consideration for others and impact on their learning.

Protective Consequences

At Jasmine Grove School consequences are intended to:

- Protect safety.
- Repair relationships.
- Restore learning.
- Develop responsibility.
- Teach replacement behaviours.

Examples may include:

- Restorative conversations.
- Repairing damage.
- Additional supervision.
- Temporary changes to timetable.
- Increased therapeutic support.
- Reflection activities.
- Re-teaching expected behaviour.

Consequences are not designed to shame, humiliate or punish.

We work in partnership with individuals, their parents/carers and other key stakeholders to develop risk assessments and Pupil Support Plans (examples of which can be found in Appendixes 3 and 4).

This forms a positive behaviour support approach which helps individuals understand and develop alternative communication strategies. Assessments must focus on the individual's strengths as well as any concerns.

Teaching Behaviour Explicitly

Positive behaviour is taught through a planned curriculum rather than assumed.

Staff explicitly teach:

- Emotional literacy
- Self-regulation
- Co-regulation strategies
- Managing conflict
- Social communication

- Resilience
- Problem solving
- Safe relationships
- Reflection and repair

Regulation Before Reflection

Staff recognise that meaningful reflection and learning cannot take place when a pupil is dysregulated.

Where pupils are distressed:

1. Safety is established.
2. Co-regulation is provided.
3. Emotional regulation is regained.
4. Reflection occurs afterwards.
5. Repair and restoration follow.

Quiet Space Guidelines

A quiet space provides a sensory-controlled, therapeutic environment for pupils to regain emotional control. Its purpose is not for exclusion, isolation, or punishment and must never be used punitively. Quiet spaces are supervised areas where pupils can calm and self-regulate, as part of their behaviour support plan, agreed upon by the school, parents/carers, and the pupil, considering their age and understanding.

Crisis Behaviour and De-escalation Strategies

Jasmine Grove School promotes positive relationships and a safe environment using de-escalation techniques and reflective behaviour practices. Team Teach is the preferred method for crisis intervention, emphasizing 95% non-physical strategies.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Possession of prohibited items

Headteachers and staff authorised by them 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. However, reasonable force will not be used under any circumstances.

All members of staff can use their power to search without consent for any of the items listed below.

- Knives or weapons
- Alcohol
- Illegal drugs (including E-cigarettes and vapes)
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Stolen items
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Staff will follow the provisions outlined in Appendix 2 when conducting searches and confiscating items.

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. Parents, carers, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

Where a child or young person makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the individual in accordance with this policy. Where a child or young person makes an allegation of sexual violence or sexual harassment against another pupil or resident and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child or young person in accordance with this

policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child or young person who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to social care may be appropriate. The school will also consider the pastoral needs of staff, children or young people accused of misconduct. Please refer to our child protection and safeguarding policies and our allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or children and young people.

7.Restrictive Physical intervention

Restrictive physical intervention is never used as a punishment, to secure compliance, or in response to behaviour that presents no immediate risk of harm.

All staff are Team Teach trained and staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order in the classroom.

Restrictive physical intervention will only be used as a last resort once the de-escalation strategies have been implemented and will be used in line with the young person's risk assessment. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which restrictive physical intervention may be appropriate are detailed below.

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at Jasmine Grove School act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practise.

The staff will work within the following parameters:

- *They should be clear about why the action they took was NECESSARY.*
- *They should be able to show that any actions taken were in the young person's BEST INTEREST and that actions were REASONABLE AND PROPORTIONATE.*

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

(Team teach techniques seek to avoid injury to the client, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.)

Post-Incident Learning

Post-incident learning is a vital component of behaviour management at Jasmine Grove School. It helps pupils reflect on their actions, understand their impact, and develop strategies to manage similar situations more effectively in the future.

Key Steps in Post-Incident Learning:

1. Reflection and Processing:
 - Pupils are given time to calm down and regulate their emotions before discussing the incident.
 - Staff use a supportive, non-judgmental approach to encourage open communication.
2. Exploration of Events:
 - Using SEND-friendly techniques, such as Comic Strip Conversations and social stories, staff help pupils explore the sequence of events, the emotions involved, and alternative behaviours.
 - For pupils with limited verbal communication, visual aids or role-play may be used to facilitate understanding.
3. Impact Discussion:
 - Pupils are guided to consider how their behaviour affected themselves, others, and the learning environment.
 - Restorative conversations help rebuild trust and repair relationships.
4. Goal Setting:
 - Together, staff and pupils agree on strategies to manage similar situations in the future.
 - These strategies are documented in the pupil's behaviour plan or risk assessment.

Example Post-Incident SEND Techniques:

- Comic Strip Conversations: Pupils draw or annotate a series of comic panels to describe what happened, how they felt, and what they could do differently next time.
- Emotion Wheels: Pupils identify emotions they experienced during the incident and link them to possible triggers.
- Visual Timelines: A step-by-step recount of events helps pupils understand cause and effect.

Reintegration and Support

After an incident, it is essential to reintegrate pupils positively into the classroom or school environment.

1. Welcome Back:
 - Pupils are greeted warmly, ensuring they feel valued and included despite the incident.

- Staff avoid rehashing the event unnecessarily to prevent further stress.
2. Building Relationships:
- Staff engage pupils in positive interactions to rebuild trust and rapport.
 - Opportunities for success, such as completing a task or receiving praise, are provided to boost confidence.
3. Family Collaboration:
- Parents are informed about the incident and the steps taken to support their child.
 - Staff work with families to reinforce strategies and expectations at home.

Complaints

Following a Restrictive Physical Intervention incident or any positive behaviour management strategy all pupils have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with. Jasmine Grove School has a complaints policy that pupils are informed of when they first arrive and can be directed to in order to aid them with staff support to view their feelings. All pupils will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues.

8.Safeguarding

Jasmine Grove School recognise that changes in behaviour may be an indicator that a child or young person is in need of help or protection. We will consider whether an individual's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to social care is appropriate. Where behaviours indicate a safeguarding concern these will be logged on Sleuth and the records linked. Sexual violence and sexual harassment can happen in any setting and staff must be alert to "it could happen here" and the necessary actions to keep children, young people and adults at risk safe. The culture set in our schools must be one of zero tolerance towards sexual violence and harassment, taking all reports and victims seriously and following the reporting procedures set out in our Child Protection and Safeguarding Policy

9. Celebrating Achievement

At Jasmine Grove School, celebrating achievement is a cornerstone of fostering a positive, inclusive, and supportive environment. Recognising and celebrating pupils' successes helps to build self-esteem, motivation, and a sense of belonging. It also reinforces the principles of Ready, Respectful, Safe by acknowledging behaviours and accomplishments that align with these expectations.

The school ensures that all pupils, including those with autism, ADHD, and SEMH needs, have opportunities to experience success and feel valued for their contributions, both academically and personally.

9.1 Aims of Celebrating Achievement

- Promote Positive Behaviour: Reinforce and recognise behaviours that align with the school's values and expectations.

- **Build Self-Esteem:** Celebrate individual and group successes to boost confidence and emotional resilience.
- **Encourage Participation:** Motivate pupils to engage actively in their learning and school community.
- **Foster a Sense of Belonging:** Create an environment where all pupils feel their efforts and achievements are valued.

9.2 Methods of Celebrating Achievement

Jasmine Grove School adopts a range of strategies to ensure achievements are celebrated inclusively and meaningfully:

- **Verbal Praise:** Staff use immediate, specific praise to highlight positive behaviours or achievements
- Pupils are recognised for their efforts, achievements, and contributions across various areas, including behaviour and progress in learning.
- **Peer Recognition:** Opportunities for pupils to nominate peers for displaying positive behaviour or achievements.
- **Achievement Ceremonies:** Formal events to celebrate milestones, such as exceptional progress, leadership, or resilience.
- **Special Awards:** Trophies, medals, or book vouchers for categories like "Most Improved," "Team Player of the Term," or "Creative Thinker."
- **Achievement Boards:** Dedicated spaces to showcase pupils' work, photos, or certificates.
- **Parental Engagement:** Sharing pupil successes through newsletters, emails, or parent evenings to strengthen home-school partnerships.
- **Community Engagement:** Showcase Events: Opportunities for pupils to present their achievements, such as art exhibitions, performances, or sports days.

9.3 Inclusive Celebrations

The school is committed to ensuring that all pupils, regardless of their abilities or needs, feel included in celebrations.

- **Personalised Recognition:** Tailoring rewards to suit individual preferences, such as sensory-friendly certificates or rewards for pupils with autism or ADHD.
- **Small Steps Celebrated:** Acknowledging incremental progress, such as mastering a new skill or demonstrating improved emotional regulation.
- **Diverse Contributions Recognised:** Celebrating achievements across academic, social, emotional, and creative domains.

9.4 Pupil Involvement in Celebrations

Jasmine Grove School encourages pupils to take an active role in celebrating their own and others' achievements:

- **Goal Setting:** Pupils set personal targets, which are reviewed and celebrated upon achievement.
- **Leadership Opportunities:** Pupils lead initiatives such as organising assemblies, contributing to newsletters, or acting as "ambassadors" for behaviour expectations.
- **Peer Celebrations:** Classmates share positive feedback about their peers

9.5 Monitoring and Improving Recognition Practices

To ensure celebration practices remain meaningful and effective, the school:

- Gathers feedback from pupils, parents, and staff on the effectiveness of rewards and recognition.
- Monitors participation in celebrations to ensure inclusivity.
- Regularly updates systems to align with pupil interests and developmental needs.

By celebrating achievement in diverse and meaningful ways, Jasmine Grove School builds a culture of positivity, respect, and motivation, ensuring all pupils feel valued and empowered to succeed.

10. Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from learning sessions
- Attendance, permanent exclusion and suspension
- The use of Restrictive Physical Intervention
- Incidents of searching, screening and confiscation

Anonymous surveys for staff, pupils, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed at least 3 times per year through the governance process

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The data will be monitored and objectively analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

11. Monitoring and review

This policy will be reviewed by the Headteacher and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

Appendix 1 – Pupils' Code of Conduct:

Take personal responsibility to make sure their behaviour ensures the Jasmine Grove School values are observed

- Treat everyone with respect, irrespective of differences or protected characteristics
- Respect personal space, and the environment
- Listen to each other

Appendix 2: Searching, screening and confiscation

Searching, screening and confiscation in our schools is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Any prohibited items found in a child or young person's possession will be confiscated. These items will not be returned to the individual. These items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 to property of any person (including the pupil),
 - Vapes, tobacco and cigarette papers,
 - fireworks and pornographic images.

Jasmine Grove School arranges for mobiles to be handed in on arrival, and kept in secure locations during the day. We will also confiscate any item which is harmful or detrimental to the school's discipline and safety. These items will be returned to children and young people after discussion with senior leaders and parents, if appropriate.

Searching a child or young person

Searches will only be carried out by a member of staff who has been authorised to do so. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the child or young person, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the child or young person can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the child or young person; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept. If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or member of staff who may have more information about the pupil. During this time the individual will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the site's rules for which a search can be made, or if the pupil has agreed. An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school's premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other children/young people or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, drawers, cupboards or lockers.

Outer clothing includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

*Searching pupil's possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Drawers
- Cupboards
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the site's rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

*Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on Sleuth.

*Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

*Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is

needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

*Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Before calling the police on to site, staff will assess and balance the risk of a potential strip search on the pupil'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, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil involved. Staff retain a duty of care to the pupil involved and should advocate for their wellbeing at all times.

*Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them (where practical) if they would like to come onto site to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come onto site to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult). The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

*Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the individual or others. One of these must be the appropriate adult, except if:

- The pupil's explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees. If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

*The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher/site lead

- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

***Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it. As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). Staff will follow the site's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 3- Example of Individual Risk Assessment:

Name:		A	B		
DOB:	Yes/ No	Probability of Hazard Please score 1/2/3/4	Seriousness of Outcome Please score 1/2/3/4	Risk Sc ore * A × B	Risk Reduction
Outside agency YES / NO					
Social Services/CA MHS/YISP/YO P/CAF/	At what Level/provision?				
Inappropriate use of Communicati on					
Physical harm to others					
Self-harm					
Verbal threats to peers					
CSE Risk					
Absconding off-site					
Controlling/m anipulative behaviour					
Fire Drill/ Fire Alarm					

Presentation when off-site					
----------------------------	--	--	--	--	--

Appendix 4- Example of Individual Behaviour Support Plan:

<u>Student Support Plan (SSP)</u>	
<u>Stage 1 Low behaviours</u> - Shows signs of anxiety - Sometimes will scratch head - Put sunglasses on - Pull hood up - Rocking – fidget with hands - Withdraws from others - Refuses to speak/ cooperate - Ticks with eyes	<u>Strategies to minimise behaviour</u> - Use appropriate humour - Divert and distract by introducing new activity/ task/ topic - Talk, slow and quietly - Offer support - Now and next - Reassurance
<u>Stage 2 Medium behaviours</u> - Will make 'baby' noises and babble - Low level disruption or be verbally abusive - Talks louder and faster - Adopts aggressive postures and enters personal space - Break minor rules - Throw chairs and tables	<u>Strategies to minimise behaviour</u> - Continue stage 1 de-escalation techniques - State desired behaviours - Offer clear choices - Go for a walk outside - Likes abba/ Dolly Parton music - Reassure she is ok and 'safe' - Remove audience
<u>Stage 3 High behaviours</u> - Screaming – loud and high pitch - Hit, slams, or kicks items/ doors - Picking up chairs or objects to throw - Grab/ threaten others - Previous history of physically assaulting others (mum stated this happened in mainstream school when she was verbally abused by another student) - Bangs head into hands	<u>Strategies to minimise behaviour</u> - State clear desired behaviors - Make environment safe - Continue stage 1 & 2 strategies - Remove objects or items/ furniture - Change of face - Supportive body language - Guide assertively to safe space for own safety and that of others if only necessary

Appendix 5- Six stages of arousal

1	2	3	4	5	6
Anxiety / Trigger	Defensive / Escalation	Crisis	Recovery	Depression	Restoration
Need for diversion, support and reassurance	Need for diversion, reassurance, clear limits, boundaries and choices	Possible need for Intervention appropriate for the service user	Need for coordinated letting go. Support, reassurance	Need for observation, support and monitoring - recovery and repair	Reflect Repair Reconnect

Arousal Levels	Interventions to minimise behaviour choices
Stage 1 Individual shows signs of anxiety Hands over ears Hiding face in hands or bent over/under table Pulling up collar or pulling down hat Rocking or tapping Withdrawing from group Refusing to speak or dismissive Refusing to co-operate Adopting defensive postures	Ensure risk and restraint reduction plans are in place Read the behaviour and body language Intervene early to remove sources of frustration Offer reassurance – including positive physical prompts Explain clearly what is happening and what will happen next Communicate – “Talk and I’ll listen” Display CALM body language Use appropriate humour Talk low and slow and quietly Assess the situation Divert and distract by introducing another activity or topic
Stage 2 Individual begins to display higher tension Making noises and moving around	Continue to use Stage 1 de-escalation strategies State desired behaviours clearly

Belligerent and abusive Talking louder- higher – quicker Adopting aggressive posture Changes in eye contact Pacing Breaking minor rules Low level destruction Picking up objects which could be used as weapons Challenges – “I will not...you can’t make me”	Use distraction to refocus attention on something positive Set clear enforceable limits Offer alternatives and options Offer clear choices Give a get out with dignity Assess the situation consider making the environment safer and getting help Remove audience Guide the elbows towards safety
Stage 3 Shouting and screaming Crying Head banging against people or surfaces Slapping or punching self Damaging property Moving towards danger Fiddling with electrics Climbing trees, rooves or out of windows Tapping or threatening to break glass Moving towards weapons Picking up objects which can be used as weapons Grabbing or threatening others Hurting others (Head butting – pinching – biting – kicking - slapping – punching)	Make the environment safer Move furniture and remove weapon objects Guide assertively – hold if absolutely necessary Ensure face, voice and posture are supportive not aggressive Change face
Stage 4	Support and monitor

The recovery stage can easily be confused with the anxiety stage People may sit quietly in a hunched position The difference is that they can revert to extreme violence without the build-up associated with the normal escalation at Stage 2	This may not be a good time to touch, as touch at this stage can provoke a reversion to crisis Give space and time Insulate from sources of frustration Look for signs that the person is ready to communicate
Stage 5 After a significant incident people can become depressed They may not want to interact	Support and reassure Consideration should be given to the possibility of previous trauma and continuing support through trauma informed approaches
Stage 6 Post Incident	Respond to any signs that the person wants to communicate Show concern and care but do not attempt to resolve residual disciplinary issues at this stage