

# Bosmere Community Primary School



## Relationship Policy (formerly Behaviour Policy)

**January 2025**

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<b>Approved by the Committee/Governing Body</b>	<i>Bosmere Primary School</i>
<b>Signature of Chair of Governors/Committee</b>	
<b>Date approved</b>	
<b>Review date</b>	<i>December 2026</i>

## Rationale

Bosmere Primary School aspires to ensure that all members of the community feel safe, secure and valued at school, and that each person is treated fairly and according to their needs. To make certain this happens, as well as teaching our curriculum, we feel that it is important to teach all members of the community to work, play and learn alongside each other. This will lead to a community based on mutual respect and trust where we can live and work together in a supportive way. All members of the community need to be aware of issues of right and wrong, fairness, justice, and tolerance. This is to be achieved through restorative practices and conversations. (see APPENDIX 1 RESTORATIVE APPROACH).

## Our core values:

Respect

Readiness

Resilience

## Aims

At Bosmere we aim to:

- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Promote the highest standards of behaviour amongst all members of the community.
- Celebrate successes and good choices, and where behaviour is inappropriate, to challenge that choice positively through the restorative approach and language. This will ensure that the community accepts responsibility for mistakes and failures.
- Make sure that rewards and sanctions are fairly and consistently applied throughout the school.
- Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidents are not referred to and should focus on the way forward.
- Help the growth of tolerance, empathy and consideration in members of the school community.
- Ensure the safety and wellbeing of all members of the community and the environment in and out of class (including transitioning around the school).

- Be fully inclusive. This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

## **Roles, Rights and Responsibilities**

We believe that:

- All members have the right to be treated with respect, to be cared for and be happy in school.
- All members of the school community have the right to feel safe at all times.
- We will teach children how to build positive relationships that enable and empower them. If a relationship breaks down, we will support and teach the children how to repair that relationship through the restorative approach.
- Any inappropriate behaviour will be addressed and all parties involved will be given the opportunity to correct the situation.
- All members of the school community have the responsibility to treat others as they wish to be treated.
- All members of the school community will make the most of opportunities given to them.
- It is the responsibility of all staff to help the children develop into outstanding citizens and act as positive role models.

## **Teaching Staff**

With the principles above in mind, specific responsibilities for teaching and learning staff are to:

- Create strong and positive relationships with the children.
- Use the restorative approach to rebuild and repair relationships that have been damaged.
- Treat all members of the school community with respect, equality and understanding.
- Praise, encourage and reward pupils where ever possible including Learning Hero Celebration Assemblies and DOJOs
- Encourage appropriate behaviour rather than rely on sanctions.
- Apply sanctions and rewards equally and with consistency.
- Display and use The Bosmere Learning Tree (APPENDIX 2)
- Display the school core values of: respect, readiness and resilience and regularly refer to them.
- Make sure that all pupils enter and leave the classroom in an orderly and respectful manner and move around the school in the same manner.
- Create a stimulating learning and working environment.

- Teaching PSHE and values in discrete lessons and assemblies.
- Use My Concern behaviour log to record incidents and sanctions given (see Sanctions paragraph)
- Seek further help and guidance when required from other teachers, the PSO, the Deputy Head or the Head Teacher. This is to be regarded as an appropriate strategy rather than an admission of failure.
- Liaise, through the SENCo, with external agencies concerned with behaviour.
- Contact and report to parents through Class Dojo, phone calls or face to face meetings to discuss the behaviour of their child. This will take the structure of a formal conference.

## **Support Staff**

All staff have the right and responsibility to ensure that pupils' behaviour is given the appropriate consequences as detailed below. It is the responsibility of all other adults in school to support the Head teacher and teachers in meeting the above. As with teachers, a key priority is to reward and praise good choices to reinforce good behaviour and positive relationships.

With the principles above in mind, specific responsibilities for the midday supervisors are to:

- Praise children on individual and group basis.
- Be consistent with all consequences, positive and negative.
- Be a positive role model by demonstrating positive relationships.
- Engage in regular training which will help develop positive behaviour.
- At lunchtime record extreme behaviours on My Concern and inform the class teacher to enable them to prepare for reflection time if required.
- Refer to Dojos for positive behaviour.

## **Headteacher and Senior Leaders**

In addition to the responsibilities of teaching staff, it is the responsibility of the head teacher and deputy head teacher to:

- Support the staff by implementing the policy and by setting the standards of behaviour.
- Ensure school rules are displayed around the school:

**Follow instructions**

**Do our Best.**

**Be Kind.**

**Look after our school and equipment.**

**Be an active listener.**

- Report to governors on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Monitor records of all reported serious incidents relating to behaviour.
- Support staff by providing strategies and interventions that will support more challenging pupils
- Liaise with outside agencies for guidance on reasonable adjustments for individual pupils where applicable
- Meet families of pupils with complex needs to discuss concerns and together set an agreement to improve behaviours in a Behaviour Support Plan (BSP SEE APPENDIX 3) This may include an adapted timetable to meet the needs of the pupil.
- Offering all staff, including support staff, appropriate training to meet the needs of teaching and support staff when they are dealing with behaviour problems
- Issue fixed-term exclusions/permanent exclusions to individual children for serious acts of misbehaviour. (More information on fixed term exclusions is provided in APPENDIX 4)

## Parent Helpers and Volunteers

With the principles above in mind, specific responsibilities for the parent helpers and volunteers are to:

- Praise children on individual / group basis.
- Understand the school's relationship policy as published on the school website.
- Understand, reference and support the school's core values of Respect, Resilience and, Readiness
- Support the school in encouraging children to understand the consequences of their choices.
- Be consistent with all consequences.
- Treat each child equitably and with respect and understanding
- Be a positive role model by demonstrating positive relationships with everyone in school.

## Governors

The governing body has the responsibility of setting guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school relationship policy.

## Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents if we have concerns about their child's welfare or behaviour.

We expect parents to:

- be aware that we have school rules and to support them
- co-operate with the school

- support their child's learning
- support the school's decision when applying consequences to deal with any specific

incident/issue

If parents have any concerns about the way that the way behaviour has been managed for their child, they should contact the class teacher. If the concern remains, they should contact the Headteacher or Deputy Headteacher. If the matter remains unsolved they should refer to the school and Trust's Complaints Procedure which is published on the school's website

## Pupils

It is always the responsibility of pupils to make good choices. It is the responsibility of pupils to follow the school rules.

## Rewards

When rewards are given a reason is given (linked to Dojos) and that reward cannot be revoked. Positive consequences include:

- Verbal feedback
- Reference to and thanking good examples and role models
- Awarding Dojos when children have shown examples of school values and positive behaviours

Learning Hero is awarded within each class for the child who the class teacher feels has demonstrated that week's school value. The child will receive their certificate at the Learning Hero Celebration assembly and their photo will be taken and put on the Bosmere Dojo page.

## Dojos

Class Dojo is an online system which gathers rewards for good learning behaviours which link to our School Behaviour Values. Some teachers have added their own for example, table point for tidiness, working quietly, above and beyond. Pupils earn Dojo points for displaying these positive behaviours. Staff are explicit about the learning behaviour which has been rewarded before adding the Dojo point to the system. Dojos are reset at the beginning of each academic year.

Children earn certificates in the weekly Learning Hero celebration assembly:

Bronze – 50 Dojos

Silver – 100 Dojos

Gold – 200 Dojos

Platinum – 300 Dojos

## Sanctions

Each class will have an identical Bosmere Learning Tree displayed in a prominent place. This will display the school core values, an opportunity to Turn it Around and a Reflection sanction.

**The Bosmere Learning Tree is reset at the beginning of the afternoon session.**

A negative action requires a negative consequence. We have a series of consequences if someone

breaks a school behaviour rule:

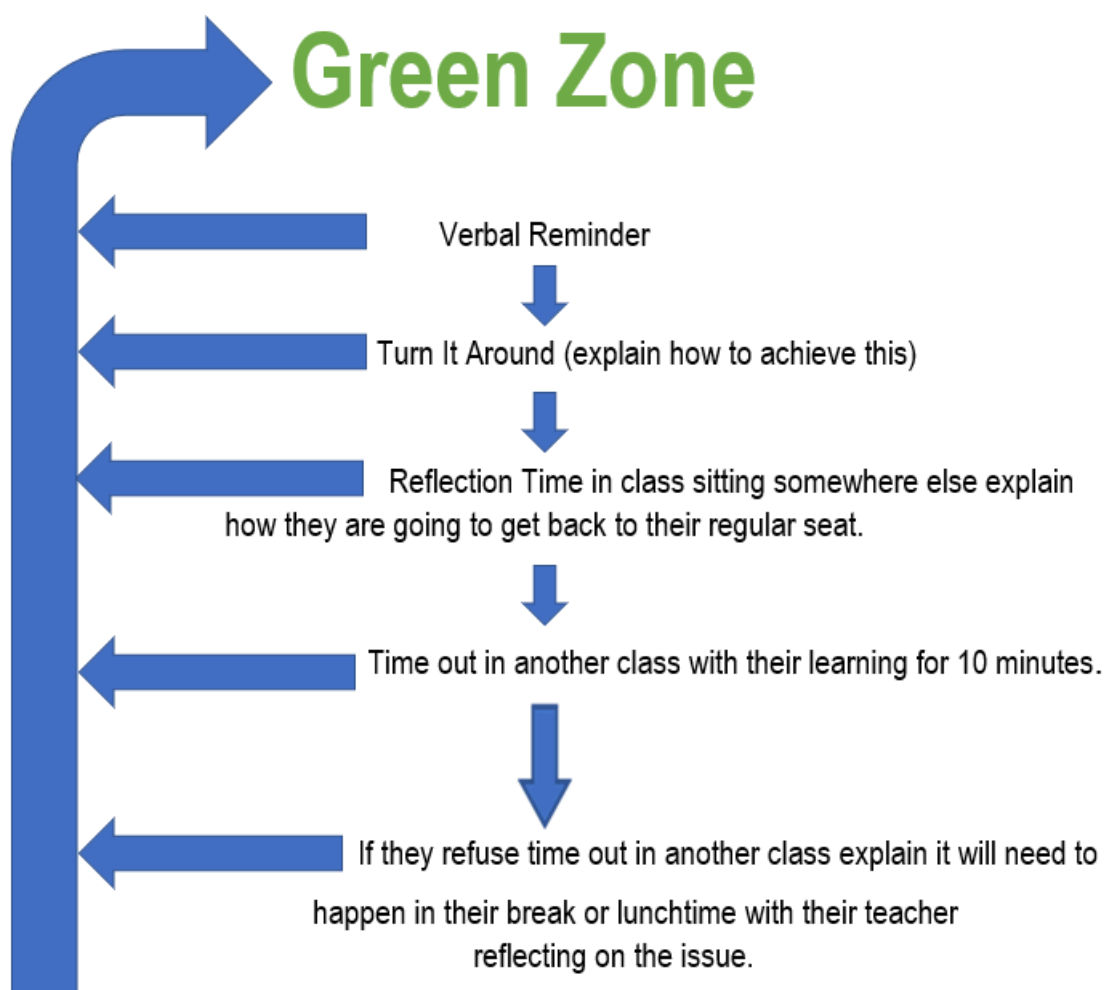
A verbal reminder about expected behaviour and choices.

If negative behaviour persists, a warning about their behaviour and choices leads to child's peg being moved from the green zone to to the 'Turn It Around' choice on the Tree. The adult needs to explain the 'how' to the child so they understand how they can do this to put their peg back to the green zone.

If negative behaviour continues the adult moves their peg to the 'Reflection' choice on the tree and it will be recorded on My Concern. They move to sit elsewhere in the class A restorative conversation will then take place between the adult and child at the earliest opportunity to discuss their behaviour – this might be once children are set to a task or the beginning of breaktime. If two or more children have been involved, all will be included.

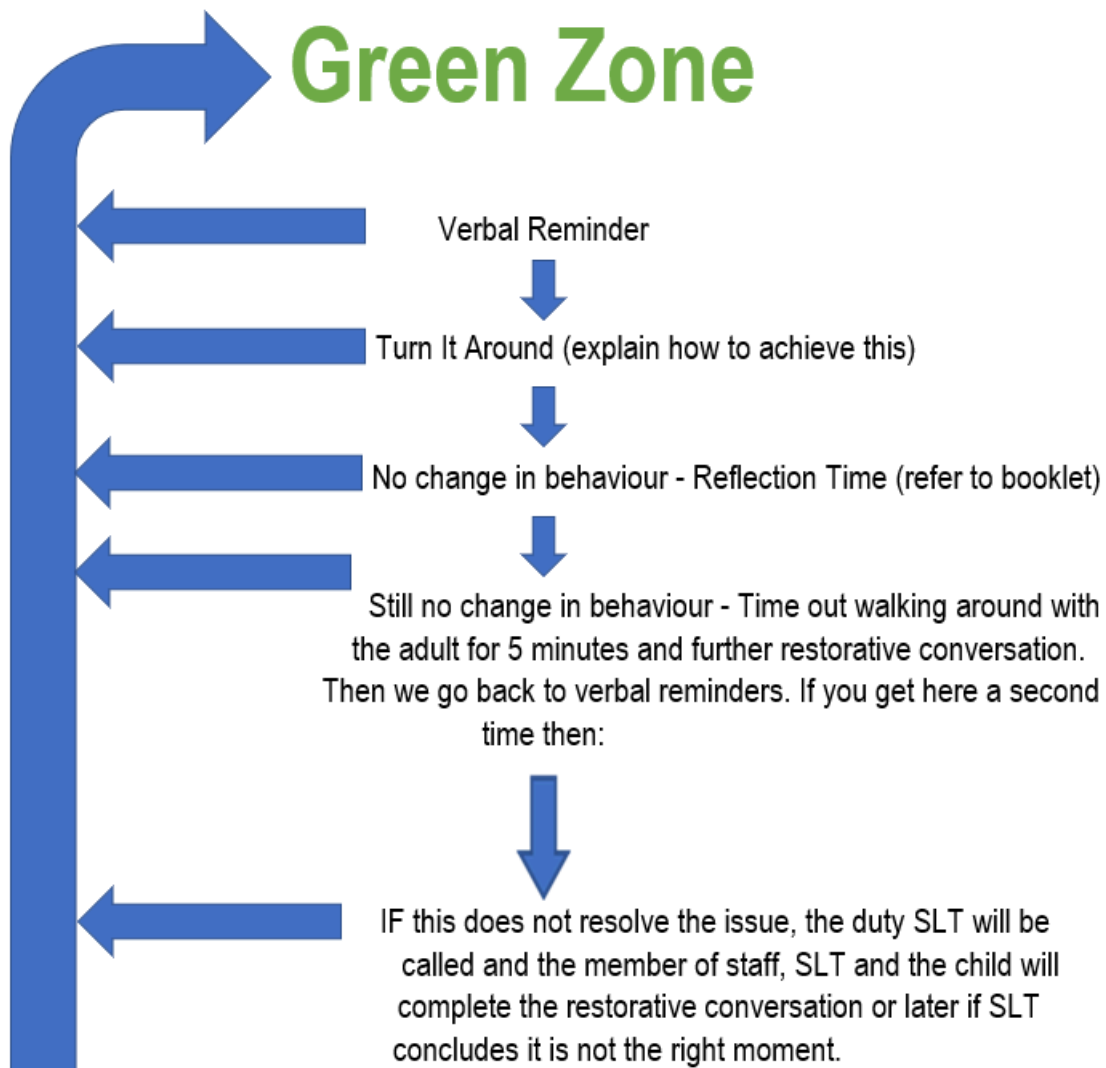
If they continue with the behaviour they should take their learning to another class for 10 minutes. If the child refuses to go they need to understand it will be dealt with in their free time instead.

It should be made explicit that the child has the opportunity to turn it around and get back to green.



## Lunchtime/breaktime procedures

Lunchtime staff will have a half termly briefing to explain the children that need specific strategies outside otherwise they will use the procedure outlined below:





Following discussion between the class teacher and pastoral support, if there are consistent and frequent negative behaviours being displayed by a child, parents will be asked to attend a meeting with the class teacher and a Behaviour Support Plan (BSP) see Appendix 3 may be provided for the pupil if it is felt that their challenging behaviour is regular and consistent and warrants an additional support strategy – this is written with the class teacher, child and parents and will be reviewed half termly or sooner if behaviours warrant a review with again with parents, child and class teacher.

## **Negative Behaviours**

These behaviours could include swearing, being disrespectful to a member of staff, hurting (emotionally or physically) another person, violence, damage to property or being persistently disruptive. This is not an exhaustive list.

Parents are contacted if serious negative behaviours take place. We do recognise that there are occasionally overriding factors or circumstances which affect a child's behaviour. In these cases, challenging behaviour can be exhibited and reasonable adjustments need to be considered and made as appropriate by the class teacher and then in consultation with parents/carers, the child, the class teacher and the pastoral support lead (deputy head). There will be adjustments considered for lunchtime and breaktime made by teachers and conveyed to staff on duty.

When a pupil exhibits consistent negative behaviour, the following may be put in place:

- a)** BSP (Behaviour Support Plan - see appendix 3. Each child will have a behaviour support plan which is personalised to the child and written by the class teacher (with support from the pastoral lead if necessary). This plan will be reviewed half termly or sooner if behaviours warrant a review sooner. This will be discussed with and signed by the parents of the child.
- b)** Individual reward chart. This is a reward chart that may be made to suit a child's individual needs when reasonable adjustments may be required – eg. Visual, more opportunities to be rewarded for very simple small positive behaviours.
- c)** Referral to the Specialist Education Service (SES) for consultation and advice which may lead to child being placed on their caseload and allocated a support worker who liaises with school and parents and offers support and strategies.
- d)** Risk Assessment: An audit of risk will be conducted and a risk assessment regarding the child's behaviour and potential risk will be put in place. The parents, the child, the class teacher and PSO will consult to ensure the risk assessment is appropriate and regularly reviewed (see APPENDIX 5)
- e)** Self Exit Protocol If a child decides to self-exit themselves from a classroom or learning environment an exit protocol will be followed (see APPENDIX 6)
- g)** Referral to the Inclusive Support Service for a multi-agency assessment, a specialist provision placement, an alternative provision or a managed move to another school.

## **h) Fixed term suspensions and Permanent exclusions**

At Bosmere Community Primary School, we do not wish to exclude any child from school, however sometimes it may be necessary.

Fixed term suspension – Issued by the Head Teacher. Parents will be informed of this decision immediately. ‘A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension can also be for parts of the school day.

Permanent Exclusion – Issued by the Head Teacher. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault or threatening behaviour against a pupil
- Physical assault or threatening behaviour against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

## **SEN**

This Relationships policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). At Bosmere Community Primary School, we acknowledge that there are cases where children behave in a disruptive way due to an underlying special educational need or disability. To help address the underlying causes of disruptive or challenging behaviour, we follow a system of early intervention to assess whether the behaviour is a result of unmet learning needs. Where a child is disabled or has SEND and is becoming disruptive, we will review whether those additional needs are being met. The class teacher in conjunction with the SEND co-ordinator and external agencies, as appropriate, does this.

There may be some SEND children that have an adapted version of the behaviour policy to ensure that they are successful - this will be their own BSP.

## **Bullying**

Incidents of bullying are taken very seriously at Bosmere Community Primary. We are a telling school and have an Anti-bullying policy in place to prevent and repair the damage caused by bullying. – See the Anti-Bullying Policy for further details.

Any prejudicial related incident (PRI) (see separate policy) will be recorded on My Concern. In these cases, the restorative approach will focus on teaching why this is unacceptable and on repairing the relationship.

All prejudicial related incidents will be taken to the Head Teacher.

## **The Use of Physical De-escalation (Restraint) and Reasonable Force**

The use of physical de-escalation (restraint) and/or reasonable force is set out in the school's policy 'CET Use of Restraint and Use of Reasonable Force Policy'

Reasonable, proportionate, force may be used by any member of staff where a pupil's behaviour is a significant level of risk to themselves, to others or to property. The use of reasonable force will be logged (My Concern) and parents informed.

Risk assessments will be produced for children who regularly display behaviours which have required the use of reasonable force. Staff who respond to this need will receive appropriate training so the pupil and staff are safeguarded.

## **Searches and confiscations**

A member of staff may only seize, retain or dispose of a pupil's property if he/she has authority to do it. The Education and Inspections Act 2006 provides authority when the confiscation is a lawful disciplinary penalty. At Bosmere Primary school the head teacher has delegated the authority to all teaching staff to confiscate items from pupils as a lawful disciplinary consequence. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned and by whom. Often an item will be confiscated by a class teacher who will return it at the end of the school day. There are specific instances when a member of staff may choose not to return the item to a pupil these are stated in APPENDIX 7

The following items are prohibited: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images and any article likely to be used to commit an offence or to cause personal injury or property damage. This is not an exhaustive list.

The following items are banned in the classroom: mobile phones and smart devices which enable communication (such as watches). Where parents require their children to bring a mobile phone to school, the mobile phone must be handed into the Class teacher when it will be kept locked away until collected at the end of the school day.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored securely until they can be returned. Staff should ensure that confiscated items are kept in a safe and secure place until they are returned.

Staff should keep a record of items they confiscate and the grounds for the action, so that they may justify them later if challenged. This should be recorded on My Concern using the appropriate tab.

Reasons for Confiscation may include:

- Item posing a threat to others.
- Item poses a threat to good order for learning.
- Item is against school uniform rules.
- Item poses a health and safety threat.
- Item which is counter to the ethos of the school.
- Item which is illegal for a child to have. (Protocols for how to deal with such items can be agreed with local police).

Kept in a lockable filing cabinet.

This is not an exhaustive list.

## **Searching for inappropriate items/material.**

The legal power for school staff to search pupils currently only extends to weapons. A pupil might reasonably be asked to turn out their pockets or to hand over an item for reasons above and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate.

However, if it is felt necessary for a pupil to be searched, for example for illegal drugs or stolen property, that should be done by the police rather than school staff using the appropriate powers available to them.

## **Play fighting**

Play fighting and grabbing are not allowed. This is due to injuries that can be sustained and misunderstandings that can occur. All staff are required to be vigilant in relation to play fighting, and to regularly talk to pupils about appropriate types of play. Children are encouraged to have kind hands and feet.

# **Pupils Behaviour Outside of the School Gate**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'.

Pupils could be disciplined for any misbehaviour when they are: taking part in any school-organized or school-related activity, travelling to or from school, wearing school uniform, or are in any way identifiable as a pupil at the school. Pupils could also be disciplined for any misbehaviour which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

## **Reviewing date**

This policy will be reviewed annually and when changes are needed.

## **APPENDICES**

### **APPENDIX 1 THE RESTORATIVE APPROACH**

At Bosmere Community Primary, everyone involved in an incident are taken through the restorative approach. The restorative approach allows all involved to have their say and identify ways in which a relationship can be rebuilt and repaired and how the members involved can move forward. We believe that by giving the pupils the responsibility to discuss their own conflict resolution, the restorative approach gives pupils ownership of the ways to move forward. If pupils decide on the ways to move forward, then they are more likely to abide by the solution. It will also teach the children the skills and practices that they need to resolve and avoid conflict in the future.

The restorative approach can involve anything from an informal conversation (at staff level) to a formal conference (with a member of the pastoral team). All members of the community involved in the incident are taken through the questions in order, therefore creating an understanding of the harm that has been caused to all parties. Facilitators will use the questions set out below. Before the conversation the facilitator of the meeting will set ground rules, such as allowing each person to have their say without interruption, no shouting, no swearing and no physical violence. The conversation starts by asking the party/parties who caused the harm the following questions one at a time:

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?

Next, the conversation turns to the party/parties that have been harmed and they are asked:

1. What happened?
2. What were your thoughts at the time?
3. What have been your thoughts since?
4. How has this affected you and others?
5. What has been the hardest thing for you?

Following this, the conversation returns to the party that caused the harm and they are asked:

- What do you think needs to happen next?

Lastly, the harmed party is asked:

- What do you think needs to happen next?

We recognise that all children are individuals and we are flexible in our approach to addressing negative behaviour. The restorative questions underpin our policy, but we are also able to adapt our approach to behaviour issues to ensure it is suitable to the pupil's age and level of understanding. When working with Early Years Foundation Stage the focus will be on feelings and how they are caused. Children with low levels of emotional maturity or with Special Educational Needs will be supported in recognising how their actions have affected others or how they feel about an incident. Staff will investigate incidences of poor behaviour to determine who was involved. Staff will then use their discretion and knowledge of the pupils to decide who will take part in the restorative approach and the best way to implement the process. If the approach is not successful at the time, we understand we will need to stop the process and come back to it later when the pupils have calmed down and are in the right frame of mind.

The following is not an exhaustive list, but aims to provide examples of when a restorative conference or sanction may be issued:

- A pupil has hurt (emotionally or physically) another child
- A pupil has sworn at an adult or child
- A pupil has persistently ignored instructions by an adult. In this instance it is likely that the pupil has been warned before and given the opportunity to Turn It Around.
- A pupil has left the classroom without asking permissions
- A pupil is behaving in a threatening manner towards an adult or another pupil
- A pupil is purposefully damaging property
- A pupil is being persistently disruptive. This could include persistent low level behaviour

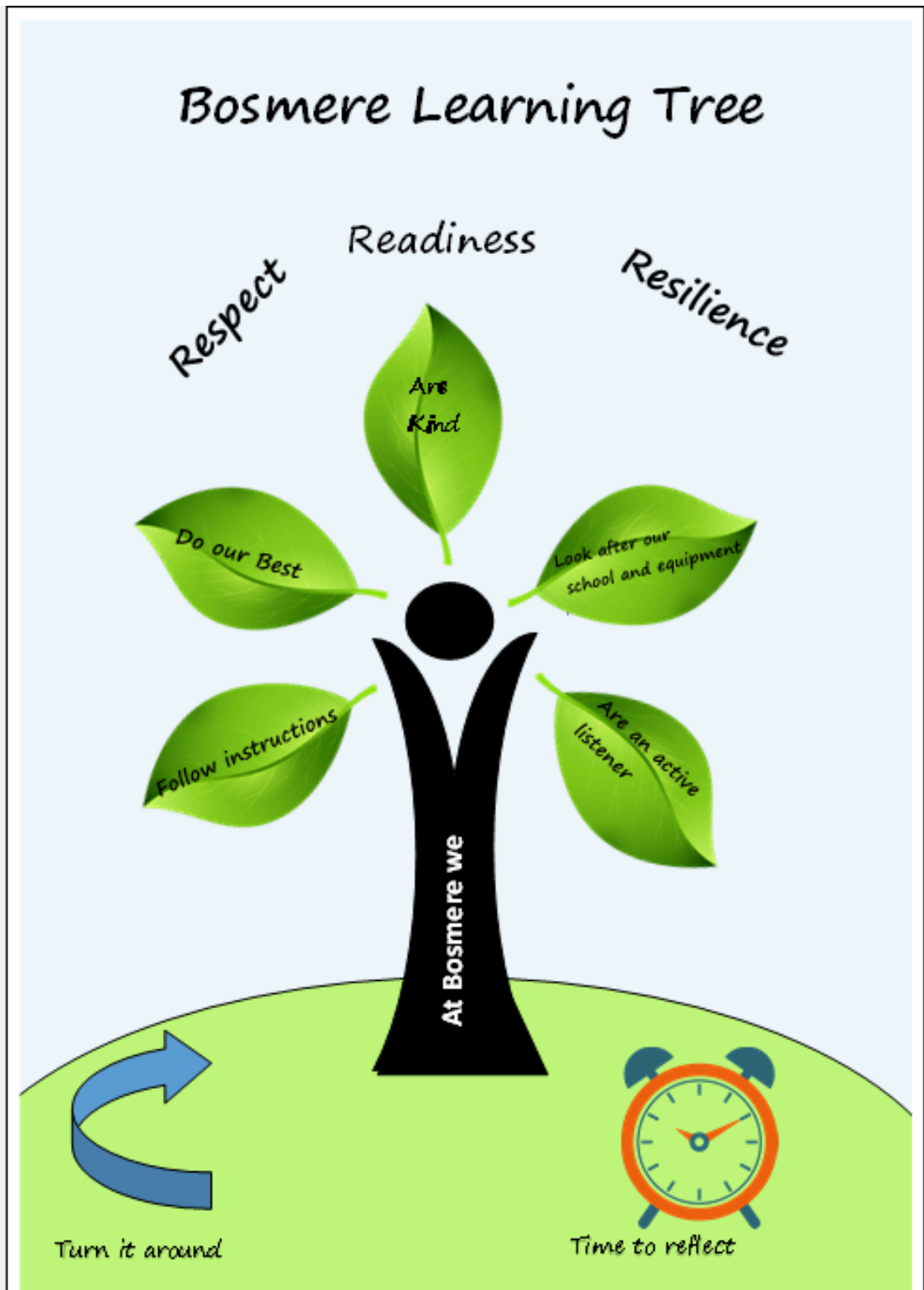
which impacts negatively on other pupils and staff.

- A pupil has been rude to an adult
- A pupil has acted in a way which has caused another pupil emotional harm, such as name calling
- A prejudicial related incident
- A pupil has refused to engage in learning. This could include a pupil not returning to class from break, lunch or another activity, or when a pupil refuses to engage in the learning within a classroom.

## **Rebuild and Repair**

At each stage, staff need to take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward. The restorative approach will be used when necessary to help resolve conflict. At each stage, children will be praised for improving their behaviour.

## Appendix 2 Bosmere Learning Tree





## Appendix 3 - Behaviour Support Plan

### Bosmere Primary School - Individual Behaviour Pathway Plan

Pupil	Class	Staff Creator	Date Created	Review Date

Support in Place/Daily Offer (ISM approved)		
Area(s) of Need		SEN?
Details of Need  Behaviours Displayed		



Pupil Voice/View	School Next Steps
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## **APPENDIX 4 FIXED TERM SUSPENSION**

A fixed term suspension will be issued when it is not possible for the pupil to remain in school due to their negative behaviours. Below are behaviours which would result in a fixed term suspension. This is not an exhaustive list, and is intended for guidance only.

- A physical assault against an adult.
- Persistent disruptive behaviour
- A physical assault against a child.
- Use of a weapon. This could include using an object that would not normally be considered as a weapon, to harm a pupil or adult.
- Threatening behaviour
- Failure to complete a behavioural sanction Fixed term suspension can result in a permanent exclusion being issued. For more information, the following policy should be read: Children's Endeavour Trust – Exclusions Policy

# Appendix 5 Risk assessment template

	<b>INDIVIDUAL RISK ASSESSMENT</b> <b>NAME:</b>	
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**Context:**

Risk Assessment						
<b>Prepared by:</b>		<b>Assessment Date:</b>			<b>Review Date:</b> This plan will be reviewed as required	
Types of hazard(s) identified (assuming no controls)	Who is at risk and how?	Likelihood X (1-5)	Severity (1-5)	Risk Rating LMH	Risk Reduction Measures In Place	Do controls reduce the risk to an acceptable level?


### Signatures

<b>Parent:</b>	<b>Class Teacher:</b>	<b>SLT:</b>
<b>Date:</b>	<b>Date:</b>	<b>Date:</b>

Descriptor Matrix																																					
Severity	1 = Trivial injury - Minor bumps and bruises	2 = Minor Injury – cuts, first aid required	3 = Moderate injury - sprains, strains, hospital referral	4 = Major injury – broken bone, loss of a digit, unconsciousness	5 = Death, debilitating injury (incl. psychological)	Overall Risk Rating = Severity x Likelihood																															
Likelihood	1 = May only occur in exceptional circumstances	2 = It is unlikely to, but could, occur at some time	3 = Fairly likely to occur at some time, or in some circumstances	4 = Will probably occur at some time, or in most circumstances	5 = It is expected to happen in most circumstances	Likelihood	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>5</td><td style="background-color: #90EE90;">10</td><td style="background-color: #FFD700;">15</td><td style="background-color: #FF0000;">20</td><td style="background-color: #FF0000;">25</td></tr> <tr><td>4</td><td style="background-color: #90EE90;">4</td><td style="background-color: #FFD700;">8</td><td style="background-color: #FF0000;">12</td><td style="background-color: #FF0000;">16</td></tr> <tr><td>3</td><td style="background-color: #90EE90;">3</td><td style="background-color: #FFD700;">6</td><td style="background-color: #FF0000;">9</td><td style="background-color: #FF0000;">12</td></tr> <tr><td>2</td><td style="background-color: #ADD8E6;">2</td><td style="background-color: #FFD700;">4</td><td style="background-color: #FF0000;">6</td><td style="background-color: #FF0000;">8</td></tr> <tr><td>1</td><td style="background-color: #ADD8E6;">1</td><td style="background-color: #FFD700;">2</td><td style="background-color: #FF0000;">3</td><td style="background-color: #FF0000;">4</td></tr> <tr><td colspan="5" style="background-color: #003366; color: white;">Severity</td></tr> </table>	5	10	15	20	25	4	4	8	12	16	3	3	6	9	12	2	2	4	6	8	1	1	2	3	4	Severity				
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Risk Rating	Unacceptable = Stop activity and take immediate action	High = Take immediate action, stop activity if necessary, maintain Existing controls rigorously	Medium = Improve within a specific timescale	Low = Seek to improve at the next review or if there is a significant change	Trivial – No further action but ensure controls are maintained and reviewed																																

# APPENDIX 6 SELF EXIT PROTOCOL

## Protocol – To be followed when a child exits the classroom

- Adult to explain to the child that they have 2 choices, firstly to return to the classroom to complete their work or to take their work to another class to complete
- If the child refuses a member of SLT will be called.
- If the child continues to refuse and walks around the school a member of staff will follow at a safe distance (not chase).
- If the child exits the school building two members of staff will stay with the child and encourage him to calm down and make a positive choice.

## Child Leaving School Site Protocol

- Remind the child that they are unsafe if they leave the school premises.
- If they leave the site you may need to call home and the police.

EVENT - The child leaves the school site either by the front office door or by scaling the school fence.	
<b>PROTOCOL 1</b>	<b>PROTOCOL 2</b>
<b>Child is calm when leaving the site.</b>	<b>Child's behaviour is erratic and volatile or the child has SEND which affects their decision making.</b>
<b>Ensure you pursue the child in pairs. Inform the office you have left the building. Make sure you have two mobile phones.</b>	
CALMLY – Remind the child that they are unsafe if they leave the school premises. If they leave the site you may need to call home and the police. Encourage returning to the safety of school.	CALMLY - If you feel the child is likely to cause harm to themselves or others, use Reasonable Force (en loco parentis) to prevent the child leaving the site and to prevent serious harm.
Follow the child in pairs – do not run. Observe from secure distance.	If you cannot reach the child, follow the child in pairs – do not run. Observe from secure distance.
Colleague 1 uses their walkie talkie to contact school office as contact point. Obtain contact number of parent from Arbor.	If you cannot reach the child safely or you feel they or others will be harmed, colleague 2 call 999.  Colleague 1 uses their walkie talkie to contact school office as contact point. Obtain contact number of parent from Arbor.

	Colleague 2 uses their phone as contact point for police.
Colleague 2 contact parents using 141 to disguise number to make them aware of the incident.	School Office contacts parents to inform them that the police have been called.
Colleague 2 contact 101 to inform the police that a child has left the site but they are safe at the moment.	
<b>If the child's demeanour or behaviour changes, switch protocols.</b>	

## APPENDIX 7 REASONS FOR NOT RETURNING CONFISCATED ITEMS

Instances when the school chooses not to return an item to the pupil:

- Items which the pupil should not have brought to school or has misused in some way might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter into school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.
- There may be some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.