



## **Behaviour Policy and Statement of Behaviour Principles**

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## **1. Introduction**

The overall aim of this Policy is to create a clearly structured set of principles and values encompassing the expectations of Hogarth Primary School (HPS) in terms of behaviour, that is accessible to everyone, including visitors to the School and the local community.

It aims to help promote a whole-school culture of safety, equality, inclusion and protection.

Underpinning the Policy is the School's philosophical view that behaviour needs to be managed positively, with the emphasis placed upon reward, and general recognition of effort made. This, combined with a clear and fair system of sanctions for those, who choose not to comply, forms the basis of this document.

The School's values are underpinned by the HPS behaviour model, which is in line with the principles of "Discipline with Dignity":

1. There is no quick fix to establishing outstanding behaviour;
2. Do things, which are effective/impactive;
3. Be fair and consistent, but consider an individual pupil's needs;
4. Rules must make sense;
5. Model what you expect;
6. Give the opportunity for pupils to take responsibility;
7. Confront misbehaviour with dignity and authority;
8. Be persistent when setting sanctions;
9. Be willing to discuss issues surrounding misbehaviour with colleagues;
10. Strive to get the decisions, about pupil discipline and behaviour, correct.

## **2. Mission Statement and School Values**

HPS aims for all children to achieve their potential, enjoy their primary years and be given opportunities and experiences that they will remember for life. HPS pupils learn in a safe, secure and caring environment where their education, inclusion, wellbeing and social skills are promoted daily.

HPS has four key school values:

- Reflectiveness;
- Resilience;
- Responsibility;
- Respectfulness.

HPS believes in the importance of relationships, ensuring that children feel valued, safe and secure, providing a sense of connection with a member of staff, and a belonging to the whole School community.

HPS reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP):

- Compassion and Kindness;
- Hope;
- Connection and Belonging.

The School endeavours to ensure that these values run through all HPS policies and practice.

### 3. School Ethos

It is a core aim of HPS that every member of the School community feels valued and respected, and that each person is treated fairly and well. The School is a caring community, whose values are built on mutual trust and respect for all. This Behaviour Policy and Statement of Behaviour Principles is, therefore, designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

The School values each individual child and works with families, the community, and beyond, to offer diverse experiences and support for pupils and families in a caring and safe environment. The School develops children to be confident, life-long learners and compassionate, respectful members of their community and the world.

HPS always prioritises the safety of its children and staff. Everything done in School is underpinned by the HPS safeguarding procedures.

Strong relationships between staff and pupils are vital. HPS members of staff are fair and consistent with children (considering individual needs), enabling pupils to feel safe. Equally, all members of staff are approachable and there to help (not only to discipline), and all staff help the children to understand this.

### 4. A Relational Behaviour Model

HPS has adopted, and uses, the relational behaviour model, which is the TPP approach. The following table explains how this is applied:

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and are highly responsive to the environment and the context.
Behaviour management is predominantly through	relationships.
Children, who do not manage, should be	understood and included.
Boundaries and limits are to	keep everyone safe and to meet everyone's needs.
Rules should be	developed together.
Consequences are	only used within a process of restore and repair.

'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
The causes of the difficulties are	mostly in the environment and within the context of relationships.
The solutions lie in	understanding what the behaviour tells us about the child and their need.
Practice and policy effectiveness are measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs.

## 5. General Expectations

HPS has high expectations for its children, while recognising that some children and young people have specific needs. The following expectations cover all times of the School day, and where children are representing the School out of hours or off site. This means that the School:

- encourages a positive attitude to learning within a safe, happy environment;
- promotes high expectations and enables pupils to become independent responsible learners;
- encourages a sense of respect for the community and the environment;
- believes that clear, consistent routines and systems are essential to support children and young people's development, and ensure the health, safety and wellbeing of everyone in the HPS community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally, it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below expectations, for example, disruption to learning, unkind or inconsiderate actions, requires some level of intervention. Mindful that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through their relationship with the adult. At all points, HPS staff try to ensure that a strong connection with the child having difficulties is maintained. The School uses positive recognition, as appropriate, to ensure that the children know that staff are still there, and that they recognise the children's effort and any changes that they have made.

At HPS, staff ensure good routines are in place for:

- Start and end of day;
- Transition times;
- Lining up (including assemblies);
- Getting changed for PE;
- Moving around the school;
- Break and lunchtime.

## **6. What HPS does to Teach and Promote Positive Management of Behaviour?**

The vast majority of children behave exceptionally at HPS every single lesson of every single day. The HPS rewards systems allow children, their parents/carers and their teachers to see how well they are behaving and reflect sustained good work, effort and progress. They also reward attendance.

HPS recognises that a key part of developing the potential of its children is to give encouragement and praise. Praise is a key component of Discipline with Dignity, good teaching and good staff/children relationships. HPS members of staff are encouraged to actively look for opportunities to praise children, both within and beyond lessons. The School encourages its children to strive for excellence, which is interpreted as them being the best that they can be, regardless of ability. The School's system of rewards allows everyone to celebrate achievement, excellence and children's contribution in all aspects of School life.

The School's systems are as follows:

**Class Points, Star of the Week and Honours Certificates (bronze, silver, gold and platinum) can be awarded for all of the following:**

- An excellent piece of work (relative to the individual);
- Excellent effort;
- Good progress (relative to the individual);
- Improvement;
- Consistently good organisational skills;
- A positive contribution to the lesson;
- Courtesy;
- Consideration of others;
- Children, who have achieved their lesson or achievement targets.

The School also rewards on a weekly basis:

- Highest weekly attendance;
- Daily readers;
- Golden bin (cleanest cloakroom and classroom);
- 100% attendance (termly);
- Headteacher's Superstar Award.

The School uses displays and notice boards to celebrate and publicise achievement in all spheres of School life.

When children start at HPS in Reception, the School's Behaviour Policy and rewards systems are discussed with parents/carers at induction meetings. For children, who join the School mid-year, a senior member of staff also shares this information with parents/carers.

When children start school in Reception, they are taught the School's behaviour expectations and this is modelled to them by the adults. The use of the School's rewards systems is used to reinforce the excellent behaviour that is expected.

## **Other Ways to Reward Children**

The following are means of rewarding children that are available to staff at HPS:

- Assembly – praise from peers and teachers;
- Being sent to the Headteacher for ‘well done’ or to show work;
- Chart to display class points on the wall in classroom;
- Comment in reading diaries;
- Display work on the wall;
- Marking – written comments;
- Peer nomination (Hogarth Values);
- Phone calls home;
- Verbal praise.

This list is developed as new ideas evolve.

## **7. Viewing Behaviour as a Learning Process**

HPS accepts and understands behaviour as a learning process. Children push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment.

At HPS, members of staff view behaviour mistakes as inevitable. This means that children are offered support, help and guidance so that they can learn from their mistakes and improve for next time.

It is the role of fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation).

HPS staff know that this is the best way to respond to children’s behaviour and maintain their relationship with them.

The approach that the School strives for is based on the premise of ‘connection before correction’.

## **8. The General Responses to Mistakes and Incidents**

HPS believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges, where logical. They also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage HPS children to think, not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at HPS, four questions are used:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

Using this approach, children have the opportunity to reflect on what has happened, and the impact this may have had on others. They then have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used, for example, clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible, a close alternative should be used.

At HPS, the staff work with the children to ensure that they have learned from an incident, so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of the School approach is evident in the relationships forged throughout. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

## 9. Using Logical Consequences

### The Use of Consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences used by HPS always have a clear link to the incident, and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and/or educational. Best practice suggests that all protective consequences should run alongside educational consequences as it is unlikely that long-term behavioural change occurs without this.

**Protective Consequences:** these are required to protect the rights of others, and keep a child or young person safe. At HPS, this may include:

- change of School day/timetable;
- arrangements for access to outside space;
- child or young person escorted in social situations;
- differentiated teaching space;
- appropriate use of suspension/Permanent Exclusion - using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return.

**Educational Consequences:** at HPS, these consequences are used to teach, encourage, support and motivate the child or young person to behave differently next time, through better understanding. Examples include:

- ensuring that the child or young person completes the task that they have disrupted;
- rehearsing/modelling situations through intentional teaching of prosocial behaviour;
- ensuring that the child or young person assists with repairs, where they have caused damage (when possible and practical);
- intentionally providing educational opportunities for the child or young person to learn about the impact of certain actions and behaviours;



- providing the child or young person with an opportunity to ‘put things right’ through a process of reflecting, repairing and restoring relationships (a restorative approach is an example of one).

Unexpected Behaviour	Possible Consequences
<p><b>Relatively low impact</b></p> <p>Calling out</p> <p>Distracting others</p> <p>Refusal to complete assigned activity</p> <p>Being disrespectful to adults or peers</p> <p>Playing a little roughly at playtime</p> <p>One-off or infrequent incidents of not following class rules</p>	<p><b>Verbal interventions</b></p> <p>Positively phrased reminders (Hands up thank you)</p> <p>Praising other children doing the right thing</p> <p>Reference to the expected/unexpected behaviour visuals and a reminder of the consequences.</p> <p>Traffic light visual reminder to adjust behaviour, if needed.</p> <p>Reflection support during breaktime or lunchtime with a trusted adult.</p> <p>Children should make things right (e.g. complete work) and apologise.</p>
<p><b>Mid impact</b></p> <p>Persistent demonstration of behaviours above despite verbal and visual interventions</p> <p>Swearing or unkind language directed at peers or adults</p> <p>One-off or infrequent playground behaviours as part of a game</p> <p>E.g. pushing, pulling, hitting, kicking, spitting</p> <p>Physical behaviour</p> <p>Low level damage to school or others’ property, e.g. drawing on books</p> <p>Deliberate mess making, e.g. throwing books/pencils on floor</p>	<p><b>Recorded in Behaviour Book</b></p> <p>I can see there is something wrong. I am here to help and listen. Tell me what happened.</p> <p>Staff to find out how the situation has developed and/or how it may be resolved.</p> <p>Children may need calming down time in a quiet space before they are ready to repair and restore.</p> <p>Reflection support during breaktime or lunchtime with a trusted adult.</p> <p>May not be permitted to take part in some activities, e.g. a club.</p> <p>Children should make things right (e.g. clear up mess) and apologise.</p> <p>Apology may need to be in writing.</p> <p>Class teacher may need to speak to parents/carers.</p> <p>Recorded in class behaviour book: Date and time; Names of all children involved;</p>

	<p>Details of incident; Record children’s exact words; Record consequences.</p> <p>Senior Leadership Team (SLT) to monitor incidents in behaviour book.</p> <p>Follow-up with teachers and pupils, where necessary.</p>
<p><b>Higher impact</b></p> <p>Any form of bullying</p> <p>Online incidents</p> <p>Discriminatory behaviour or language (may be against race, colour, gender, religion, sexual orientation, disability, status)</p> <p>Significant, deliberate damage to School or others’ property (needing to be dealt with by SLT)</p> <p>Significant, deliberate harmful behaviour (needing to be dealt with by SLT)</p> <p>Persistent disruptive behaviour that prevents others from learning.</p>	<p><b>Recorded on CPOMS</b></p> <p>Notify SLT.</p> <p>Opportunity for reflection.</p> <p>Restorative approach followed.</p> <p>Record incident on CPOMS using children’s exact words (Category ‘Discrimination’ or ‘Behaviour Incident’).</p> <p>Parents/carers notified by telephone by member of SLT.</p> <p>Outcome personalised based on previous behaviour, severity, response from pupil.</p> <p>Withdrawn or changes to timetable. Parents/carers to be informed of decision by phone or face-to-face.</p> <p>If response leads to fixed term suspension, parents/carers are notified in writing. Reintegration meeting to be held directly after fixed term suspension.</p>
<p><b>Harmful Sexual Behaviour (HSB)</b></p> <p>Any form of HSB must be recorded. This is on a continuum from relatively low-level, age-appropriate behaviours to very high-level, problematic or abusive behaviours</p> <p>Kiss Chase</p> <p>Using inappropriate, sexualised language</p> <p>Any inappropriate touch</p> <p>Smacking or pinching someone’s bottom</p> <p>Touching someone’s private parts</p> <p>Brushing or pushing into someone in an inappropriate way</p> <p>Masturbation</p>	<p><b>CPOMS</b></p> <p>Notify SLT.</p> <p>Opportunity for reflection.</p> <p>Restorative approach followed.</p> <p>Record incident on CPOMS using children’s exact words (Category ‘Pink Concern Form’).</p> <p>Incident graded by SLT using the Brooks Traffic Light tool.</p> <p>Parents/carers notified by telephone by member of SLT.</p> <p>Outcome personalised based on previous behaviour, severity, response from pupil.</p>

Sexual violence and harassment Upskirting Youth-produced imagery	Withdrawn or changes to timetable. Parents/carers to be informed of decision by phone or face-to-face.  If response leads to suspension, parents/carers are notified in writing.  Reintegration meeting to be held directly after suspension.
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Suspension (previously known as a Fixed Term Exclusion) can only be sanctioned by the Headteacher (HT) (or, in their absence, the Deputy Headteacher (DHT)) and is usually applied for significant higher impact behaviours, as listed above. It can also be applied for the following misdemeanours:

- Repeated failure to follow reasonable instructions from any member of staff;
- Walking away from a member of staff;
- Swearing directly or indirectly at a member of staff or child;
- Discriminatory comments, including racist and homophobic;
- Fighting or violence to other (including adults);
- Theft;
- Smoking;
- Bringing in inappropriate articles or materials into School;
- Causing personal injury (including to adults) or damage to property;
- Bullying;
- Persistent disruptive behaviour;
- Any other misdemeanour, as deemed appropriate by the HT.

Permanent Exclusion is only used as a last resort when there has been a clear breach of policy or when the presence of the pupil presents a clear threat to the good order and safety of other pupils. It is used in accordance with the latest guidance from the Department for Education (DfE) on exclusions. Currently [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement – Guidance for maintained schools, academies, and pupil referral units in England \(September 2022\)](#).

## 10. How HPS Supports Children and Young People with Additional Needs

Where HPS has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, a student with an EHCP or a looked after child, it should, in partnership with others (including the Local Authority (LA), where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil’s SEN or disability. Where a pupil has an EHCP, HPS should consider requesting an early annual review or interim/emergency review.

HPS does, as far as possible, attempt to anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

The HT and the Trust must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the suspension and permanent exclusion process. This includes having regard to the SEND Code of Practice.

Whilst a suspension or permanent exclusion may still be an appropriate sanction, the HT should consider any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered a bereavement, has mental health issues or has been subject to bullying.

HPS will make reasonable adjustments for managing behaviour, which is related to a pupil's disability. Staff should seek advice from the HT or the DHT if they are unsure about how to manage a pupil's behaviour where this is related to a disability.

If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the HT/DHT/HPS Special Educational Needs and Disability Coordinator (SENDCo), and further action, in accordance with the Trust's SEND Policy and the HPS SEN Information Report, should be considered.

Where a suspension or permanent exclusion is being considered, HPS will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.

## **11. Ways to Support Understanding**

HPS believes that understanding what the behaviour is communicating to us is the first part for planning a response.

**The following documents detail ways to help HPS to understand behaviour:**

- STAR Analysis;
- Three Stages to Supporting the Understanding of Behaviour – A TPP Guide;
- Stress Mapping;
- Coregulation scripts;
- Adult Response Plans;
- Behaviour Management Plans;
- Environmental Checklists for pupils with additional Social Emotional and Mental Health (SEMH) needs;
- A Tool for Understanding and Reframing Behaviour.

## **12. School Principles – What Adults in School Do**

- Model compassion and kindness, provide hope and support connection and belonging;
- Understand that any event in a child's life can impact on how they think, feel and act;
- Use of logical (natural) consequences rather than just simply punishments or sanctions;
- Provide routines, set limits and have boundaries;
- Regulate our own emotions;
- Prioritise relationships to ensure that all children feel safe and secure.

## **13.Responsibilities**

Discovery Educational Trust (DET) has overall responsibility for all matters, which are the subject of this Policy.

DET is aware of its duties under the Equality Act 2010 and the requirement under Section 149 of the Act to meet the Public Sector Equality Duty. This means that, in carrying out its functions, the Trust is required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited from that Act;
- Advance equality of opportunity between people, who share a protected characteristic, and people, who do not share it; and
- Foster good relations across all characteristics – between people, who share a protected characteristic, and people, who do not share it.

Any punishment imposed on a pupil will be legal and proportionate. The punishment will be reasonable in all circumstances and account will be taken of the pupil's age, any special educational needs or disability that they may have, and any religious requirements affecting them.

In discharging its responsibilities under this Policy, the Trust expects school leaders and staff to undertake the following roles and responsibilities.

### **All staff:**

- Are responsible for supporting the safety and other needs of children across the School. Where a child is seen to be having difficulties, they should be treated with respect and understanding;
- Always endeavour to have private discussions with children in order to help support any issues that are arising;
- Use the key principles outlined in this Policy to support the needs of all HPS children;
- Take responsibility for their own personal safety and wellbeing;
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures;
- Participate positively in appropriate training;
- Follow the principle of 'connection before correction'.

### **Headteacher:**

- Leads on all aspects of this Policy;
- Is the only person authorised to exclude a child (or the DHT in their absence);
- Ensures that risk assessments are undertaken, when required, and that appropriate measures are implemented;
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk;
- Ensures that all staff are provided with clear instructions for reporting incidents of harm, and that all such reports are thoroughly investigated and responded to;
- Offers and provides appropriate support to staff following a stressful incident.
- Reports to Local Governors, at termly meetings, the number of high impact behaviour incidents and suspensions/Permanent Exclusions, together with a brief summary of overall behaviour.

### **Other Senior Leaders**

- Lead on all aspects of this Policy;
- Ensure that the Policy is implemented effectively;
- Ensure that all staff are appropriately trained;
- Oversee the specific needs of all children across the School;
- Provide support to staff, pupils and parents/carers, as necessary;
- Link with outside agencies to access additional services;
- Ensure that all tracking and reporting of incidents and additional needs are up to date.

### **Classroom Staff**

- Plan the teaching and learning for all children;
- Include parents/carers in personalised planning for their child;
- Communicate regularly with parents/carers about their child's needs;
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short-term difficulty that a child may be having.

### **Parents/Carers**

- Inform the School of any concerns about changes in their child's behaviour, emotional wellbeing or mental health;
- Have open conversations with the School;
- Engage with support offered by the School and other agencies to further support their child's needs.

### **Local Governors**

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored;
- Consider families' representations about a suspension/Permanent Exclusion;
- Undertake their statutory role around suspension/Permanent Exclusion;
- Ensure that all staff receive purposeful training in order that they can undertake their role.

## **14.Harm from Dysregulated (Stressed) Behaviour**

HPS always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical), which compromises safety, can be perceived as harmful. Through training, School staff understand that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

## **15. Staff Induction, Development and Support**

New staff to the School receive behaviour management training and are informed about the School's discipline, rewards and support procedures prior to starting in role. This includes INSETs on Keeping Children Safe in Education (KCSiE), rewards and reporting behaviour incidents. Staff, who experience difficulties in managing behaviour, may be directed to further training through the School's extensive Continuous Professional Development (CPD) programme. Early Career Teachers also receive extra training on behaviour management as

part of their two-year induction programme. Updates on training occur throughout the year, as necessary.

## **16.Supporting Those, who Have Been Harmed**

HPS staff and children and young people receive the individual support that they need, in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally, there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times, HPS ensures that this person (adult or child) is fully supported.

HPS always considers the following:

- Is the person physically safe and protected?
- Do they need immediate First Aid and medical treatment?
- Is there a need for immediate police involvement?
- ensure that they have the opportunity to talk about the incident, either with a trusted person or other independent service.
- give reassurance to reduce feelings of guilt and/or anxiety.

HPS recognises that some people are more at risk than others in their work, and, where this is the case, it ensures that there is appropriate support available.

## **17.Physical Intervention (Control and Restraint) - the Use of Reasonable Force**

Reasonable force can be used to prevent pupils from hurting themselves or other, from damaging property, or from causing disorder. In such cases, only the minimum force necessary is used, whilst maintaining a calm and measured approach. HPS follows the DET Use of Reasonable Force Policy, which is available via this [link](#).

## **18.Screening and Searching Pupils**

HPS follows the DET Searching, Screening and Confiscation Policy, which is available via this [link](#).

The following are “prohibited items” under section 550ZA (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) regulations 2012, and authorised HPS staff can search for these items:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence;

- to cause personal injury to, or damage to the property of, the School, staff, pupils, or any person (including the pupil).

Additionally, the following items are banned from School and staff have the same power to search for these items without consent:

- chewing gum;
- drug paraphernalia;
- cigarettes;
- electronic cigarettes or e-cigarettes, personal vaporizers (PVs) and electronic nicotine delivery systems (ENDSs) battery-operated devices that mimic tobacco smoking;
- any article that is reasonably believed to be likely to cause disruption, harm, offence, e.g. any item of a racist nature.

## **19. Child-on-Child Abuse/Harmful Sexual Behaviours (HSB)**

It is important that pupils understand that HPS has a culture whereby everybody in the School recognises that safeguarding is paramount, and that any issues need to be referred to the relevant members of staff. Assemblies, PSHCE lessons, conversations with adults and posters displayed around the School highlight to children, who they can talk to, if they have a concern.

Any form of HSB, including child-on-child abuse, is taken with the upmost seriousness. Pupils receive assemblies and lessons on this topic at an appropriate level to their age so that they are fully aware of what constitutes child-on child abuse, and how to refer it to the appropriate members of staff.

All incidents are centrally recorded on CPOMS with immediate follow-up action by a member of the SLT. The relevant stakeholders in the incident are contacted and appropriate actions/plans put in place to ensure that the matter is dealt with appropriately.

HPS also follows the DET Harmful Sexual Behaviour/Child-on-Child Abuse Policy, which is available via this [link](#).

## **20. Further Guidance**

- [Keeping Children Safe \(DfE, 2023\)](#);
- [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#);
- [Use of Reasonable Force \(DfE, 2013\)](#);
- [Behaviour in schools: Advice for headteachers and school staff \(DfE, 2022\)](#);
- [Suspension and Permanent Exclusion from maintained school, academies and pupil referral units in England, including pupil movement \(DfE, 2022\)](#);
- [Searching, screening and confiscation \(DfE, 2022\)](#);
- [Positive environments where children can flourish \(Ofsted 2018, updated 2021\)](#);
- [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#).