

Character Policy

2024-2025

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1. Policy Aims and Principles

1.1. A Statement of Purpose

The purpose of this policy is to ensure that all staff create a safe, calm, orderly and positive environment and share clear routines and expectations, which are applied consistently, and communicated to students, so that outstanding behaviour enables all to learn in the most effective manner and students will develop their character so that they can thrive in our community and beyond.

We are committed to providing a caring, friendly, and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying, racism, and discrimination of any kind is will not be tolerated.

1.2. Policy Aims

At EKCSS, we believe that self-discipline, tolerance, and kindness are learned behaviours and needs to be taught in the home, at school and in the community. Our young people learn through experience and imitation of those around them. 'Appropriate behaviour' is a developmental process. The ultimate goal is internalisation of this 'appropriate behaviour.' The leadership, modelling and cooperation of the whole community is necessary to establish and maintain a positive learning environment.

EKCSS aims to create a safe and secure environment, where all students can learn without anxiety, and where relationships are based on mutual respect, tolerance and understanding.

We promote a culture where all adults and children are valued and are treated equitably. The aims of our character policy are to:

- set a code of practice for investigating, recording, and dealing with incidents
- identify the responsibilities of all stakeholders in the dealing with and prevention of bullying, racism, discrimination, and poor behaviour.
- ensure that there is consistency of approach in all aspects of developing our students' characters and how this is managed and promoted across our school.
- ensure that in all cases the goal of any disciplinary intervention is to help our students deal with the situation more responsibly and appropriately in the future.
- raise awareness of
 - the importance of tolerance, acceptance, kindness, and community.
 - our schools' values and ethos
 - bullying, racism, and discrimination its causes and effects, and the consequences of such actions

The policy is consistent with our school's policies on attendance, child protection and safeguarding and equal opportunities.

The Governing Board has a general duty to ensure that school policies promote good behaviour and discipline among students.

The Headteacher in turn is responsible for promoting good behaviour and drafting the school's written policy making clear the most effective learning habits and expectations.

The staff are responsible for always adhering to the policy.

1.3. Our Principles

This policy and our practice have been hugely inspired and influenced by the book '*When the Adults Change, Everything Changes*' by Paul Dix (2017).

At EKCSS we believe that the most important aspect in young people feeling valued, safe, and secure, is the sense of connection and trust with their adults. For most of our young people, this can be achieved by simple acknowledgement of our students and our students having the knowledge that we have them in our minds, care about them as a person and care about how they are feeling and what they are doing.

Strong relationships between staff and students are vital. Staff must be fair and consistent with our young people (considering individual needs and contexts) and students need to understand that our staff enable all students to feel safe. Equally, staff must be approachable, kind and be there to help our students develop their character.

1.4. Our Values

This policy is based on our commitment to our school values:

Aspiration

- We provide access to the best possible education for all our students, with a focus on academic excellence
- We support students to seek and take advantage of all the opportunities that are available to them
- We encourage students to challenge themselves to aspire and strive broaden their horizons

Resilience

- We help students develop their resilience so they can develop a growth mindset to enable them to cope effectively with problems and challenges
- We encourage our students to use their voices to empower others and become confident and independent young people

- We provide challenges in a safe environment, where students view failure as an important part of the learning process

Kindness

- We accept all our differences and celebrate diversity as a strength
- We show respect for ourselves, each other and our community
- We value and take part in social action to support our school, local and global community

2. Definitions

2.1 What is poor behaviour

At EKCSS, we define poor behaviour as any behaviour which goes against our whole school ethos and core values or puts another member of our community at risk, whether that be physical or emotional risk.

2.2 What is unkindness?

Saying or doing something hurtful that was not planned or meant to upset someone or saying or doing something hurtful to someone on purpose once or twice.

2.3 What is racism?

Racism is the belief that people's qualities are influenced by their race and that the members of other races are not as good as the members of your own, or the resulting unfair treatment of members of other races.

2.4 What is discrimination?

Discrimination is the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

2.5. What is bullying?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online.

Examples may include:

Type	Examples
Emotional or psychological abuse	Being unfriendly, excluding, tormenting, rumours
Physical abuse	Hitting, kicking, pushing, taking another's belongings, any use of violence
Discriminatory abuse	Taunts, graffiti, gestures, teasing of others based on religious beliefs, race, or gender.
Sexual abuse	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal abuse	Name-calling, sarcasm, spreading rumours, teasing, sexual comments
Cyber abuse	Bullying that takes place online inside or outside of our school, such as through social networking sites, messaging apps or gaming sites
Peer Pressure	Intimidating others into

As detailed above, bullying can take many forms and is often motivated by prejudice against groups, for example, on grounds of race, religion, gender, sexual orientation, Special Educational Needs or

Disabilities (SEND), or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying is recognised by EKCSS as being a whole-school issue. Our aim is to promote an ethos of zero-tolerance to bullying in any form, whereby all adults and students work towards eradicating it. To read how we will identify, prevent, and raise awareness of bullying, racism and discrimination please see Appendix 1.

3. Our Home and School Partnership



There is a role for the three key parties in our community to play in any policy: staff, families, and students. EKCSS believes that understanding how to behave must be taught by families and is reinforced by staff. Through the work of staff in our school, procedures and practices are adopted that help students to learn how to behave appropriately.

To ensure that our community support our students to do all that they can to maximise their potential, we have outlined our expectations from each of the key parties in our Home and School Partnership.

This can be found in Appendix 2.

3.1 Staff Induction and Training

New staff to EKCSS receive training about our character policy and are informed about our Character Policy and support procedures prior to starting in role.

Staff also take part in staff training days on Keeping Children Safe in Education (KCSiE), rewards and behaviour management training as well as induction. To read our Classroom and Community Routines – Teacher Guidance, please see Appendix 3.

Staff, who experience difficulties in managing behaviour, may be directed to further training through our extensive Continuous Professional Development (CPD) programme.

Early Careers 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.

4. Rewards

EKC Sheppey Secondary has high expectations of its students, all of whom should value their own achievements, both in and out of the classroom.

To encourage them, a reward system operates throughout the school: we firmly believe attention should go to those exhibiting the best conduct.

Bromcom contains an achievement section which enables all staff to quickly reward students with achievement points which they can also earn through excellent attendance. Families will be notified of student achievements when certain milestones are attained.

Students are rewarded for displaying our ethos and following our learning habits. There are termly achievement assemblies where their successes are rewarded with certificates and prizes. Students with strong attendance are invited to special attendance events each year to champion their commitment to learning. Alongside this, there are numerous departmental rewards which include: verbal praise, achievement points, positive contact home, postcards, celebrated work, certificates, trips, events, visits, and a weekly star of the week.

5. Investigations into incidents or reports

Each incident or report is taken seriously, and advice and support are given to the parties involved in order that all aspects can be considered. Every member of our community needs to be assured that:

- Action is taken over specific offenders
- Assistance of outside agencies is sought, where appropriate
- Staff monitor and liaise with each other to facilitate support of both victim(s) and perpetrator(s) and inform staff, students and families of action taken
- Action is taken, as appropriate, once all information has been received. This may involve a delay to consider the options, or to take further advice
- An explanation is given to both parties about the course of action, which is to be taken
- All incidents are recorded and kept on the student's file.
- Serious incidents, involving physical assault or repetitive acts, are reported to the year teams and incident reports are completed at the earliest opportunity
- Families are kept informed of incidents and actions taken – both punitive and supportive measures;

We will provide:

- Support to all parties – the perceived victim(s) and the perpetrator(s) together with people involved on the periphery
- An atmosphere conducive to supporting each other through trust and confidence in the system that deals with incidents
- A clear process that is followed through methodically offering both supportive and, where necessary, punitive measures
- Key staff available to listen to, and act upon, information shared
- A curriculum which instructs students about British Values, the importance of acceptance and the recognition that our differences are a strength of our society.
- Opportunities or student voice to raise collective concerns.
- Bullying and ESafety training and advice to all members of our school community.

Discrimination, Racism, or bullying can be reported via our online form, or by speaking to any adult in our school.

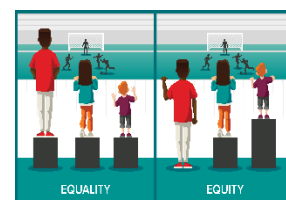
6. Support, Interventions and Consequences

6.1. Reasonable Adjustments

At EKCSS, we continue to monitor, and consider, the guidance of the DfE, particularly regarding social inclusion. When working with students with Special Educational Needs we observe the [SEN Code of Practice](#). For example, we may make referrals to outside agencies when appropriate, and plan accordingly for their education. Our legal duties, in relation to the [Equality Act 2010](#) in respect of safeguarding students with Special Educational Needs and all vulnerable students, will be considered when making decisions linked to discipline and behaviour. For further details see Appendix 4 below.

6.2. Equality and Equity

It is human nature for us all to want fairness, particularly when it comes to applying our behaviour and rewards system. At EKCSS we believe that fairness is not about equality but about equity. Therefore, we will always take into consideration the context of every incident before deciding on the next steps for individual students. However, there will always be a consequence for behaviours that affect the safety and wellbeing of others in the community.



6.3. Support

At EKCSS we understand that occasionally young people will behave inappropriately. When they display unsafe behaviour, there are clear steps of consequences in place to encourage them to manage their

behaviour in a positive way. We also use Restorative Approaches and Natural Consequences. Please see Appendix 5 for the specific details regarding our restorative approach.

6.4(a) Interventions

At EKCSS we believe that 'all behaviour is communication' and we ask ourselves 'what is our young person trying to communicate?' We realise that sometimes this can be different for every young person who has different needs and experiences. Therefore, when our young people experience consistent difficulty in demonstrating our expectations and ethos or following our learning habits, we will provide further intervention to support our young person. These may include:

- A phone call or email home or a meeting between the young person, their family, and a member of staff.
- A restorative meeting between the young person and member of staff or student they are experiencing difficulty with.
- Additional support from their mentor.
- Visits to their lessons to support them to have a more positive experience in that environment.
- Implementation of a Pastoral Support Plan
- Provision of a time out card to enable students to have time to self-regulate outside of the classroom environment.
- A referral to our Inclusion Team for SEND, wellbeing or outside agency intervention e.g. Ed Psyche, CAMHS, GPs, Careers Advisor, Social Services or in extreme cases, Police.
- A risk assessment or risk reduction plan

And any other intervention we feel may benefit our young people.

6.4(b) Risk Reduction Plans:

The leadership team may judge it to be necessary to complete a risk reduction plan for identified children. These will be written in collaboration with key members of staff and families. The information recorded will then be disseminated to staff and the plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g. as part of a reintegration meeting following a fixed term suspension. Please see Appendix 6 for a copy of our Risk Reduction Plans.

6.5. Behaviour for Learning Consequences

At EKCSS we understand the value and importance of allowing our community to develop their character and prioritise their own learning journey. Therefore, our behaviour for learning consequences are implemented to remind our students that their learning, whether formal or personal, is the priority.

6.5(a) Communication

- Before formal consequences are issued, two informal warnings are given.
- All incidents must be logged on Bromcom
- Families are informed of all consequences Bromcom and phone calls are made by the member of staff setting the consequence
- If poor behaviour occurs outside lessons, it is the responsibility of staff around our school to deal with the behaviour, to follow-up and log appropriately on Bromcom.

Please see Appendix 7 for our Level System.

6.5(b) Behaviour Intervention in our Reintegration or Satellite Provision(s)

Unfortunately, it is sometimes necessary to remove students from the main school community for a brief period. This will also be used where a student is not engaging in taking responsibility for their actions and accepting the consequence issued. This allows students to:

- Consider their behaviour and its impact on others
- Accept there is a consequence to poor decision making
- Break a cycle of poor behaviour

- Reduce disruption to other students

This will only be used where a suspension would be appropriate, and the evidence collated will be of the same quality as for a suspension. Students are expected to attend all provisions in their uniform.

6.5(c) Suspension

There is no evidence that suspensions have a positive impact on behaviour for learning, or character. There is also little possibility of positively impacting their behaviour since they are outside of school. In addition, the children that are most likely to be suspended are often those who perceive an exclusion as a 'day off' it is therefore unlikely that suspensions have any deterrent effect. The only impact of suspensions is that they are a formal legal action, and the local authority expects to see a pattern of suspensions prior to an exclusion and that it gives the community respite from the student. As a school, we intend to use suspensions very rarely.

6.5(d) Fixed Term Exclusion

This only happens in extreme cases. Suspensions or Fixed Term Exclusions can only be implemented by the Headteacher.

6.5(f) Permanent Exclusion (PEX)

This section is in line with [DfE guidance on Suspensions and Permanent Exclusions](#).

The harm caused by PEX is well documented and EKCSS aims to have zero PEX. PEX are however a necessary last resort where a student can no longer stay in the school community.

The Headteacher may permanently exclude a student for:

- Serious or threatened violence against another student, member of staff or other adult
- Sexual abuse or assault
- Supplying an illegal drug or alcohol. Supplying is defined as 'for profit or sharing without profit' with other students.
- Persistent and defiant misbehaviour including bullying, racism, or discrimination.

In making the decision to exclude for drug related offences the Headteacher will consider the DfE guidance ([DFE Drug Advice for Schools](#)).

Appeals against formal exclusions are made to the Governing Board via the Clerk to the Governors.

Students may be withdrawn for an internal exclusion whilst an incident is fully investigated, and a period of reflection is allowed. Families are informed of the exclusion via a letter given to the student, a copy of which is also sent home by post.

Families are contacted each time a suspension/exclusion occurs. If returning from a suspension or exclusion, families will be expected to attend a meeting with the Headteacher to discuss strategies going forwards.

7. Uniform

Students are expected to wear their uniform with pride throughout the school day and on the way to and from school, except on days when they have PE.

To support with the expense, we have removed blazers and only our jumpers and polo shirts are restricted to our school uniform suppliers, with generic items such as trousers and being widely available from the large retailers.

As we have created a practical, affordable uniform that allows a sense of individuality for our students we expect our students to therefore adhere to the uniform code completely.

Jumper	Black V neck sweatshirt or jumper, with school logo.
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Polo neck	Teal polo shirt, (long or short sleeved) with school logo.
Trousers	Any plain black trousers e.g. formal, completely plain joggers, non-ripped black denim, no skirts Knee length plain black shorts will be available to wear in terms 5, 6 and 1.
Shoes	Any flat black shoes without logos.
PE Kit	Students will wear their PE Kit on the day that they have PE. PE only takes place in the afternoons. Students may wear any weather appropriate sports kit for their PE lessons. For fixtures, there is a sports kit available which will be provided by the PE Department.
Appearance	No drop earrings. Any necklaces must be worn under polo shirts. Any jewellery must be removed for PE for health and safety reasons.

In our commitment to supporting local businesses, branded items of the uniform can be purchased from Forsters uniform shop in Sheerness.

Further guidance on our uniform expectations can be found on our website.

8. Valuables

Our school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the private property of students. This includes confiscated items. Pens, watches, and calculators etc. should have their owner's name and postal code scratched, engraved, or marked in some permanent way on them for identification.

It is unsafe for students to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope, clearly marked with the owner's name, and handed to the year team for safe keeping. PE staff will accept watches and money for safe keeping (both must be identifiable as mentioned above).

Expensive electronic items may not be brought to the school. Students are not allowed to buy, sell, or trade any articles on the school premises or to bring into school any items they have dealt with in this way. Mobile phones may be brought to school for use on the way to and from school but use during the school day is only in designated areas, where the responsibility for using mobiles safely has been earned.

Staff will not accept responsibility for looking after mobile phones under any circumstances. They are brought to school entirely at the students' own risk and the school will not be liable for any loss, theft, or damage, however caused. If a student is found to be using a mobile phone inappropriately, it will be confiscated. At this point, it will be passed to the reception to be collected by the parent or carer at the end of the school day. Should a student refuse to hand over their mobile phone when instructed, it will result in a further consequence. Furthermore, should a student continue to breach the mobile phone expectations, a ban may be imposed.

9. Breakages and damages

We expect all students to treat the school community with respect. Where breakages, damage, defacement, or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there will be a consequence. Families may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore, as necessary. A receipt will be issued for all payments made.

10. Prohibited items

Please see Appendix 9 for a list of prohibited items.

11. Screening, Searching and Confiscation

Please see Appendix 10 for guidance on screening, searching and confiscation.

12. Use of reasonable force and Police in school

Please see Appendix 11 for guidance on use of reasonable force and Police in school.

13. Access to the school

Students have free access to most areas of the school. However, there are certain restricted areas, and these are listed below. Students who go 'out of bounds' will face consequences.

- Students should use only their own designated toilets which are clearly signposted.
- School teaching rooms and certain blocks are not social areas and are out of bounds before school, after school and during break and lunch times.
- No student should be in classrooms without a member of staff present.
- Car parking areas are out of bounds to students.
- No student is allowed to leave the school premises during break or lunch or before the end of the school day.
- Students must enter and exit the school on foot via the main entrances and exits.
- Only students in supervised activities can remain on site at the end of the school day.

14. Power to Discipline Offsite

As outlined in the Department for Education's '[Behaviour and discipline in school- guidance for headteachers](#)', the school has the power to discipline students, for their conduct and behaviour outside of the school premises and will implement a consequence any student whose behaviour could have the following impact: repercussions for the orderly running of the school; poses a threat to another student, member of staff or member of the public; could adversely affect the reputation of the school. This includes behaviour online. The school is in regular contact with local service providers and will implement a consequence when informed of incidents of poor behaviour committed by students in the local community. To read our procedure for investigating an incident in the wider community, please see Appendix 12.

15. Monitoring and Review

This policy will be reviewed annually or in the following circumstances:

- Changes in legislation and / or government guidance
- As a result of any other significant change or event
- In the event that the policy is determined not to be effective

This policy will be continually reviewed through the monitoring and evaluation schedule by Senior Leaders, Local Governors, and the Trust.

16. Links with other Policies

This policy should be read in conjunction with the following policies:

School Policies

Child Protection and Safeguarding Policy

Inclusion Policy

Trust Policies

[Complaints Policy](#)

[Safeguarding and Child Protection Policy](#)

[Staff Code of Conduct Policy](#)

[Safeguarding and Child Protection Policy](#)

[Staff Code of Conduct Policy](#)

17. Appendices

Appendix 1: Identification, Prevention and Raising Awareness of Bullying, Discrimination and Racism

Symptoms

Staff, including support staff, will suspect that bullying may be occurring if a student:

- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- prefers to stay with adults

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Reasons why children may be bullied

It is not always easy to tell which student might be bullied. However, the following list includes some of the reasons why students might be picked on and bullied:

- they are new to class or school
- they are different in how they look, speak, or behave
- they have low self-esteem (do not realise their own worth)
- they are more sensitive or anxious than others
- they demonstrate 'entertaining' reactions when picked on e. g. loss of control, tantrums.
- they are isolated

We should not forget that these are only possible signs of bullying and that they might be caused by other problems which would need further investigation.

Identifying Bullies and the Reasons for Bullying

There is no simple way of identifying all bullies. Everybody has the ability to bully. Bullies can be the kind of students who are:

- not doing well at school
- achieving as well as - if not better than - other students
- unpopular or unhappy
- apparently popular or happy.

However, bullying behaviour can be started for a variety of reasons. These include:

- dislike of student/family
- racial / sexual

- entertainment (for fun)
- attention seeking
- envy/jealousy
- asserting power over other students

Prevention

To prevent bullying, we will:

- make sure that everyone has a clear understanding of what we mean by bullying behaviour and address bullying within tutor time, assemblies, and the curriculum.
- believe that everyone - staff, students, and parents - should work together to stop bullying and create a community with which we can all identify and to which we can all belong.
- make sure that lessons will always show what we expect from students in terms of how they should behave in their school.
- make sure that everywhere students go will be properly supervised by staff, and any problems will always be followed up.
- make sure that anybody who feels they are being bullied will be offered help and support.
- provide bullies with help and guidance as to how they can change their behaviour.
- not ignore bullying or suspected bullying. All school staff will, wherever possible, intervene to prevent bullying incidents from taking place.
- encourage students to report any incidents of bullying to a teacher or other adult at school. Students will be told that they may bring a friend with them if they wish.

We also recognise that behaviour occurs that upsets and distresses children that does not reach the threshold of bullying and we work hard to prevent this by:

- effective and high-quality use of restorative justice
- mediation by adults
- referral through mentors to Year Teams when appropriate
- counselling or other interventions with both victims and perpetrators
- assertiveness training
- encouraging students to report incidents or concerns so we can act swiftly
- helping students to understand the differences between unkind or insensitive behaviour and bullying
- helping students to build individual resilience so that they can take responsibility for managing their relationships with their peers

Appendix 2: Home and School Partnership

EKCSS expects our families to:

- help their children be kind to others, treat them with respect and be aware of the effect that their behaviour can have on others
- make time to listen to their child and agree to discuss any problems that arise
- be positive about their achievements and support with homework
- make a note of school events e.g. Progress Evenings and ensure they can attend
- inform us if there are any changes in home or school circumstances that could affect their young person's welfare and ability to work, as well as ensuring that their child attends school regularly, arriving on time, properly dressed, and equipped for the school day.
- actively support our school in promoting the behaviour and values which lie at the heart of our school ethos and Character Policy.
- treat all members of our school community with respect – setting a good example with speech and behaviour
- ensure that all holidays are taken during school holiday time and medical appointments are booked outside of the school day to minimise absence

- avoid all contact via mobile phone during the school day with their child; and in case of an emergency, contact the school office
- book all appointments with teaching and leadership staff in advance, as staff are not available for meetings without prior arrangement
- seek a peaceful solution to all issues and provide us with the opportunity to address any grievances with our school before seeking further action
- refrain from sending abusive messages to or about parents or teachers, posting defamatory 'statuses' about other families, students, teachers, or the school or using social media to complain or post any grievances about our school's values and methods
- be aware of the symptoms and behaviours to identify both victims and perpetrators of bullying
- monitor their child's use of devices to reduce the risk of online bullying
- refrain from taking matters into their own hands by co-operating with our school when a report has been made and allow us time to investigate and report back to families once an investigation has taken place.
- have read and agreed to support our Character Policy
- have read and agreed to our Responsible Network and Internet Use Policy

EKCSS expects our staff to:

- Create a positive climate with high expectations, by acknowledging and rewarding good effort, progress, and behaviour
- develop positive relationships with all members of our community
- always teach and model good behaviour and our school's ethos
- deliver lessons that challenge, inspire and meet the needs of all students
- respond positively to efforts made by students when they are trying to effect a change in their behaviour
- provide an inclusive environment where all students feel safe and understand how to stay safe
- provide feedback, in line with our feedback policies and set clear targets to assist all students in fulfilling their potential
- respond promptly and professionally to contact from families, within 5 working days during term time
- monitor students' wellbeing and pass on any concerns about student welfare to the inclusion team
- be vigilant for signs of bullying and deal with every incident, which is brought to their attention, recording all observations, and forwarding the information to the appropriate person.
- seek support if they are having difficulties with an individual or group of students, to make a positive change.
- have read, agreed to, and always follow our Classroom and Community routines
- have read and agreed to always follow our Character Policy
- have read and agreed to our Responsible Network and Internet Use Policy

EKCSS expects our students to:

- always follow our values while in lessons, in our environment and in the local community
- arrive at school on time, properly equipped and in the correct uniform
- attend each lesson with a positive attitude ready to be engaged in their learning
- treat others with respect and kindness and always ensure that our school is safe, friendly, and welcoming
- display maturity in all relationships, marked by mutual respect
- respect our school environment and resources
- do all their classwork and independent learning on time and to the very best of their ability
- actively engage with their learning, respond to teachers' feedback, and seek out opportunities to extend their learning
- use appropriately and take responsibility for all their communications, both verbally and electronically
- work alongside their teachers to reach their individual goals and aspirations

- bring any incident to the attention of our school staff, immediately
- report incidents of bullying to a member of staff, or anonymously, via our electronic form.
- seek help if they recognise themselves as having bullying tendencies. this help explains why a person bullies, and provides strategies to enable a person to stop
- take responsibility for their own actions if they are found to be involved in bullying, whether they be direct or indirect actions e.g. not reporting it.
- have read and agreed to always follow our Character Policy
- have read and agreed to our Responsible Network and Internet Use Policy

Appendix 3: Classroom and Community Routines – Teacher Guidance

Classroom Routines	
Documentation	Colour-coded seating plan designed to accommodate learning. Class profile completed for every class. Any planned resources printed and ready to use to minimise disruption to learning.
Entrances	Greet students at the door
Lesson Starts	Ensure students have an entrance activity to get started on straight away. Ensure books are handed out and resources for the lesson are ready to use. Remind students of your expectations for this lesson, including the learning objective. Every lesson. Recap on prior knowledge
During the lesson	Questioning – targeted, not reliant on hands up, return to learners who ‘don’t know’ use of Pose, Pause, Pounce, Bounce. Provision of choices e.g. a variety of tasks to choose from Scaffolding and modelling to take place before independent tasks completed. Use of mini whiteboards to build confidence. Paired and grouped activities leading to greater independence. Expectation that students are working harder than staff so more student interaction and less Teacher talk.
Exits	Exit activity e.g. exit ticket, question linked to prior learning or learning to take place next lesson etc.
Feedback	Regular summative assessment according to school policy. Red pen feedback is clear in adapted vocabulary. Clear green pen interaction with feedback demonstrating progress Make sure these are ordered with all other resources AfL used frequently throughout the lesson e.g. white boards, voting, post-it notes, mini-plenaries, hinge questions etc. Students can explain their progress if asked.
Community Routines	
Unstructured time	Students to stay in their designated areas Students to form an orderly queue to access the restaurant Duty staff to wear high-vis and circle their areas supporting positive behaviour and engagement Students attending clubs to be released in time for lessons. Any students not displaying our culture and ethos to be provided with reminders and consequences, where necessary.

Appendix 4: Reasonable Adjustments

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, students with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving families and the inclusion team.

We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use several different strategies and consider how the involvement of external agencies can support a child with additional needs such as:

- positive reports to enable celebration of good behaviour
- increased communication between home and school
- individual behaviour plans.
- mentoring
- support from the special educational needs coordinator (Senco) or identified inclusion specialists and practitioners
- in house counselling service to offer 1:1 support to develop self-esteem and social skills
- lunchtime social skills group sessions
- additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour
- adjusted curriculum provision
- an adapted timetable with an agreed timescale
- pastoral support meeting with families
- facilitate multi agency meetings to plan next steps for a child's SEND provision
- involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers
- referral to outside agencies such
- implementation of a Risk Assessment and [Risk Reduction Plan](#)

Useful link:

[Send Code of Practice](#)

Appendix 5: Restorative Approach

Our Character Policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships and character, so that our school community can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff are trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low-level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.

The Process of Restorative Approach

When using restorative questioning the following format will be implemented in a quiet and appropriate area of the learning space:

- only one person talks at a time
- no interrupting
- be respectful of other
- listen carefully to each other
- confidentiality - explain that this is between the people involved (plus families, if required).

- be aware of any matters i.e. safeguarding or child protection. if something is disclosed, appropriate measures are to be taken to follow the school's policy.
- questions will be first asked to the person who has been harmed and then to the harmer
- if the young person does not meet expectations or are still or become angry, stop mediation.

Natural Consequences

We help support children to make the right choices, first time, through a series of 'natural consequences.'

All staff will consistently use the following structure to make explicit the expectations of young people who are beginning to show unsafe behaviour.

Tier 1: first verbal reminder: staff member will remind the student that further disruption to learning or failure to exemplify our school ethos will lead to further consequences.

Possible sentence stems:

- *"I am expecting you to..... (not talk when I am talking, etc)"*
- *"It was the learning habit about.... (being ready/respectful/safe) that you broke then"*
- *"This behaviour is stopping learning. What do you need to behave safely?"*

Tier 2: second verbal reminder: staff member will provide a second verbal reminder of the consequence for the continued disruption of failure to exemplify our school ethos.

Possible sentence stems:

- *"I am expecting you to complete your work. When students do not finish their work, they will need to stay in to finish it at break/lunch time"*
- *"I am expecting you to demonstrate your resilience here and keep trying – that is how we learn"*
- *"I can see you are still finding it hard to/ not to... I am not going to give up on you, how can I help?"*

Tier 3: final verbal reminder: student will be given an appropriate consequence.

Possible sentence stems:

- *"Unfortunately, I am going to have to issue a consequence for you today because you are still not following my instructions."*
- *"Perhaps we can have a chat about this at break/lunch time because I know this is out of character for you."*
- *"I am not giving up on you, but I need to prioritise the learning of the rest of the class. Let us talk about it later so we can get to the bottom of it together."*

Appendix 6: [Risk Reduction Plan](#)

Appendix 7: Level System

Detentions	
Level 1 Detention	Up to a 15-minute detention, which is logged on Bromcom. Student is made aware of the time and location of the detention. Detention takes place during break, lunch or after school. It is vital that, during this time, the member of staff discusses the behaviour incident with the student. Failure to attend this detention will result in a Level 2 Detention being issued.
Level 2 Detention	Up to a 30-minute detention with a Middle Leader, which is logged on Bromcom. A phone call home is made by the member of staff, and the student is made aware of the time and location of the detention. Detention takes place after school at the convenience of the staff member. It is vital that, during this time, the member of staff discusses the behaviour incident with the student. Failure to attend this detention will result in a Level 3 Detention being issued.

Level 3 Detention	<p>60-minute SLT (Senior Leadership Team) Detention after school, which is logged on Bromcom and a phone call and formal letter sent home by the relevant Year Team. The student is reminded of the detention by the Year Team. During this time, the member of staff, who set the consequence, attends the SLT Detention and discusses the behaviour incident with the student. Year Teams attend at the start of the detention to register students and support as needed.</p> <p>Failure to attend an SLT Detention will result in attendance to a day in Reintegration, satellite provision or suspension.</p>
Persistent failure to attend will result in attendance to satellite provision or suspension.	
Community Service	
Level 1 Community Service	A 15-minute community service picking up litter around the school site.
Level 2 Community Service	30 minutes supporting a member of staff or department within the school with tasks.
Level 3 Community Service	1- or 2-hour attendance after school or at the weekend to support the site team e.g. cleaning graffiti or other simple tasks.
Reports	
Level 1 Subject Report	<p>Student will be put on report to either the classroom teacher or subject lead. Specifically, if their behaviour is only present in one subject. The classroom teacher will contact home via phone or email to inform families and update them at the end of the report period, should the student have positively changed their behaviour.</p> <p>Failure of this report will lead to Level 2-year group report.</p>
Level 2 Year Group Report	<p>Student will be put on report to their year group. This will often be implemented when behaviour is present across more than one subject. The year group team will contact home via phone or email to inform families and update them at the end of the report period, should the student have positively changed their behaviour.</p> <p>Failure of this report will lead to Level 3 SLT report.</p>
Level 3 SLT Report	Student will be put on report to a member of SLT. This will be implemented when other report systems have failed. The assigned member of SLT will contact home via phone or email to inform families and update them at the end of the report period, should the student have positively changed their behaviour or if further consequences are needed.
Reintegration Intervention	
Level 1 Reintegration	<p>The student will be sent to the internal reintegration room and provided with work to complete in lieu of being in the classroom. The classroom teacher will contact home via phone or email to inform families and update them.</p> <p>Failure to attend the room will result in a Level 2 Reintegration.</p>
Level 2 Reintegration	<p>The student will attend the subject lesson of another teacher to provide them with the opportunity to reflect on their character and choices before returning to their original classroom after a restorative meeting with their teacher. The classroom teacher will contact home via phone or email to inform families and update them at the end the period, should the student have positively changed their behaviour.</p> <p>Failure to attend the room will result in a Level 3 Reintegration.</p>
Level 3 Reintegration	<p>The student will attend the Reintegration room for a fixed period. The year team will contact home to inform families and update them on their child's progress.</p> <p>Failure of this consequence will result in attendance to satellite provision or suspension.</p>

Appendix 8: Offsite Direction, Respite and Satellite Provision(s)

Satellite Provision(s)

As part of our provision, we may occasionally offer support in a satellite provision.

Students will be supported by specialist staff and will access, with support their normal learning via our learning platform. Students remain on EKCSS school roll.

We work with other schools in Swale to support our students to understand the seriousness of poor behaviour. This provides a clear signal of what is unacceptable behaviour as part of our school's character policy and show a student that their current behaviour is putting them at risk of permanent exclusion.

Any decision to attend another school for a short period of time will be made by the Headteacher. Registration at this provision will be taken and shared with EKCSS. If the student does not arrive, the absence will be recorded as unauthorised.

Upon returning to EKCSS, a re-integration meeting will take place with the student and their family.

Offsite Direction

Alternative Learning Provision

Our alternative learning provision is delivered by [Alternative Learning Trust](#) they are locally based and unless in extreme circumstances, students will be dual registered with a view to return to mainstream education.

In Year Fair Access

EKCSS is a part of the In Year Fair Access Panel in Swale where Headteachers or Behaviour Leads meet to provide relevant students with the chance to attend a different school for a fresh start. We follow the guidance as recommended by Kent County Council: [Fair Access Guidance](#)

Appendix 9: Prohibited items

Prohibited and Banned Items 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: 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, our school, staff, students, or any person (including the student).

We also ban other items, including paracetamol or non-prescription drugs (any medication will need to be stored in the medical room, and only administered by a first aider with the permission or parents/carers), chewing gum, drug paraphernalia, cigarettes, electronic cigarettes or e-cigarettes, personal vaporizers (PVs) and electronic nicotine delivery systems (ENDSs), and any other battery-operated device that mimics tobacco smoking, that are reasonably believed to be likely to cause harm, including aerosols and sprays, or offence, e.g. any item of a racist nature, or disruption. This means that students must not have these items in their possession on our school premises, or at any time when they are in the lawful charge of our school.

Appendix 10: Screening, Searching and Confiscation

This appendix is written in line with [DFE guidance Screening, searching and confiscation 2022](#)

Key Points

- Headteachers and staff they authorise, can search a student for any item banned, if the student agrees.
- Searching includes outer clothes (coat etc, lockers, bags)
- Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and 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
 - an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.
- School staff can seize any banned or prohibited item found because of a search or which they consider harmful or detrimental to school discipline.

Screening

What the law allows:

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of our students.

Schools' statutory power to enforce expectations on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

Any member of school staff can screen students.

If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable expectations as a condition of admittance.

If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student must comply with the expectation and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with Consent

Schools' common law powers to search:

School staff can search students with their consent for any item which is banned by the school expectations.

Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag.

A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, staff should follow the behaviour policy.

Searching without Consent

If a student refuses to be searched and there are grounds to believe that the student has:

- Knives or weapons, alcohol, illegal drugs, and stolen items (referred to in the legislation as 'prohibited items').

Then a search can be conducted without consent. In this case the permission of the headteacher or in their absence a deputy head teacher MUST be sought.

If permission is granted a search can be conducted but:

- Staff must be the same sex as the student being searched; and
- there must be a witness (also a staff member) and, if possible, they should be the same gender as the student being searched. For example, it is possible for a female teacher to witness a search of a male student where there is only one male member of staff in a school or taking part in a school trip.

Authorising members of staff

- The Headteacher authorises the pastoral staff and teaching staff to conduct with consent searches as described.
- Staff, other than security staff, can refuse to undertake a search. The law states that head teachers may not require anyone other than a member of the school security staff to undertake a search.
- For without consent searches the Headteacher or in their absence the Deputy Headteacher will authorise a member of staff to conduct the search. It is not required for this consent to be in writing.

Training for school staff

There is no legal requirement for a headteacher or authorised member of staff to be trained before undertaking a 'without consent' search. However, at EKCSS this, alongside all aspects of this Policy will be regularly covered with staff.

Establishing grounds for a search

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage to decide as to whether to conduct a search for an item.

Location of a search

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

The powers only apply in England.

Extent of the search – clothes, possessions, desks, and lockers

What the law says:

The person conducting the search may not require the student to remove any clothing other than outer clothing.

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the student has or appears to have control – this includes bags.

A student's possessions can only be searched in the presence of the student and another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers

A condition of having a locker at EKCSS is that it remains the school property and can be searched without consent. A locker can therefore be searched whether a student is present.

Under normal circumstances consent should be sought and the locker searched with the student present.

If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

AFTER THE SEARCH

The power to seize and confiscate items – general

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate and retain any item as it is reasonable in the circumstances. The item can then be returned to the student at a later time or collected by parents. For example, non-uniform item e.g. a cap. Could be confiscated and returned at the end of the day or week, a phone might be confiscated and collected by parents, alcohol, cigarettes etc would be confiscated and destroyed.

A prohibited but not illegal item arising from a without consent search should not be retained. e.g. cigarettes found during a search for a knife.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Illegal/Stolen items

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they may retain or dispose of it.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called ‘legal highs.’ Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.
- In determining what is a “good reason” for not delivering **controlled drugs or stolen items** to the police the member of staff must have regard to guidance issued by the Secretary of State (see paragraphs 1 to 4 below).
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.
- **In determining what is a ‘good reason,’ the member of staff should consider all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.**
- Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.
- Regarding stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).
- Disposing of alcohol does not include returning it to the student. It may be poured down the sink or sold at the school fair.

Communication with families and dealing with complaints

Schools are not required to inform families before a search takes place or to seek their consent to search their child.

- Whilst there is no legal requirement to make or keep a record of a search staff should record the search on safeguarding system and record on behaviour system if prohibited item is found
- Schools should inform the individual student’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching will be dealt with using the normal school complaints procedure.

Legislative links

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Health and Safety at Work etc Act 1974

<http://www.hse.gov.uk/legislation/hswa.htm>

Appendix 11: Use of reasonable force and Police in School: Guidance

Use of reasonable force

Introduction

This guidance is in line with [DfE guidance Use of Reasonable Force in Schools](#)

We define use of reasonable force as follows:

Use of reasonable force is when a member of staff uses force intentionally to restrict a child's movement against their will.

There are times when children's behaviour presents challenges that may require use of reasonable force. It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations, such as:

- giving physical guidance to children (for example in practical activities and PE)
- providing emotional support when a child is distressed
- providing physical care (such as first aid or toileting).

We exercise appropriate care when using physical contact (there is further guidance in our Child Protection Policy); and when a member of staff considers physical contact, they need to be mindful of additional factors for example children with a history of physical or sexual abuse, or those from certain cultural/religious groups. We pay careful attention to issues of gender and privacy, and to any specific requirements of certain cultural/religious groups.

Principles for the use of reasonable force

In the context of positive approaches, we only use reasonable force where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. Use of reasonable force may be used only in the context of a well-established and well implemented positive behaviour management framework except for emergency situations. Safety is always a paramount concern and staff are not advised to use reasonable force if it is likely to put themselves at risk.

Duty of Care

We all have duty of care towards the children in our setting. This duty of care applies as much to what we do not do as what we do. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to 'STOP,' along with a warning of what might happen next. However, if we judge that it is necessary, we may use reasonable force.

Reasonable Force

When we need to use reasonable force, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary to maintain safety, and we use this for as short a period as possible.

The use of use of reasonable force may be justified where a student is:

- at significant risk of injury or causing injury to others
- committing an offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)
- causing damage to the property of, any person (including the student him/herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Use of reasonable force may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

We are very cautious about using use of reasonable force where there are no immediate concerns about possible injury or exceptional damage to property. Use of reasonable force would only be used in exceptional circumstances and if the following conditions have been met:

- with staff that know the student well and who can make informed judgements about the relative risks of using, or not using, use of reasonable force
- a person with a specific remit for using reasonable force
- at least two members of staff

- current training

Our duty of care means that we might use a use of reasonable force if a child is trying to leave our site and we judge that they would be at an unacceptable risk. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use reasonable force when we have control or charge of children off site (e.g. on trips). As a secondary school this will only be case if their additional factors e.g. SEN needs.

Who can use reasonable force

If the use of use of reasonable force is appropriate, and is part of a positive behaviour management framework, a member of staff who knows the child well should be involved, and where possible, trained in the use of use of reasonable force. However, in an emergency, any of the following may be able to use reasonable force:

- any teacher who works at the school
- any other person whom the headteacher has authorised to have control or charge of students, including:
 - support staff whose job normally includes supervising students, such as; teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
 - people to whom the headteacher has given temporary authorisation to have control or charge of students, such as; paid members of staff whose job does not normally involve supervising students (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying students on school-organised visits).

Planning around an individual and risk assessment

In an emergency, staff do their best, using reasonable force within their duty of care.

Where an individual child has a support plan or risk assessment, which includes the use of use of reasonable force, we ensure that the relevant staff receive appropriate training and support in behaviour management as well as use of reasonable force. We consider the physical and emotional health of staff and children when making these plans and consult with the child's family.

As a mainstream school we expect it to be very rare to have such a plan and would expect it to be part of an EHCP.

In most situations, our use of use of reasonable force is in the context of a prior risk assessment which considers:

- what the risks are
- who is at risk and how
- what we can do to manage the risk (this may include the possible use of use of reasonable force)

We use this risk assessment to inform the individual behaviour plan that is developed to support the child. If this behaviour plan includes use of reasonable force, it will be one part of a whole approach to supporting the child's behaviour.

The behaviour plan outlines:

- our understanding of what the child is trying to achieve or communicate through his/her behaviour
- how we adapt our environment to better meet the child's needs
- how we teach and encourage the child to use new, more appropriate behaviours
- how we reward the child when he or she makes progress
- how we respond when the child's behaviour is challenging (responsive strategies).

We pay particular attention to responsive strategies. We use a range of approaches (including humour, distraction, relocation, and offering choices) as direct alternatives to using use of reasonable force. We choose these responsive strategies in the light of our risk assessment.

We draw from as many different viewpoints as possible when we anticipate that an individual child's behaviour may require some form of use of reasonable force. We include the child's perspective. We also involve the child's parents (or those with parental responsibility), staff from our school who work with the child, and any visiting support staff (such as Educational Psychologists, Behaviour Support Team workers, Speech and Language Therapists, Social Workers and colleagues from the Child and Adolescent Mental Health Services), where necessary. We record the outcome from these planning meetings and seek parental signature to confirm their knowledge and understanding of our planned approach. We review these plans at least once every 4 to 6 months, or more frequently if there are any concerns about the nature or frequency of the use of use of reasonable force or where there are any major changes to the child's circumstances.

We recognise that there may be some children within our school who find physical contact in general particularly unwelcome as a consequence of their culture/religious group or disability. There may be others for whom such contact is troubling as a result of their personal history, in particular of abuse. We have systems to alert staff discreetly to such issues so that we can plan accordingly to meet individual children's needs.

What type of reasonable force can be used

Any use of reasonable force by our staff should be consistent with the principle of reasonable force. In all cases, staff should be guided in their choices of action by the principles in section 2 above.

Where staff need specific training in the use of use of reasonable force, we would arrange that they should receive 'Team Teach training.' This training is accredited through the national accreditation system set up by BILD (British Institute of Learning Disabilities). We ensure that staff have access to the appropriate refresher training.

Further, we actively work to ensure general training is accessed by our staff in the following areas:

- relating to legal issues, policies, and risk assessments
- in addition to behaviour management strategies such as positive approaches to behaviour management
- de-escalation techniques and managing
- recording and reporting

We record any use of use of reasonable force using Bromcom. We do this as soon as possible and in any event within 24 hours of the incident.

The SENCO reviews these within one week, prints it off signs it and stores in a binder. According to the nature of the incident, we may also note it in other records, such as the accident book.

After using use of reasonable force, we ensure that the headteacher is informed as soon as possible. We also inform the parents and carers by phone (or by letter or note home with the child if this is not possible).

Supporting and reviewing

We recognise that it is distressing to be involved in a physical intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened.

After a use of reasonable force, we give support to the child so that they can understand why it was necessary. Where we can, we record how the child felt about this*. Where it is appropriate, we have the same sort of conversations with other children who observed what happened. In all cases, we will wait until the child has calmed down enough to be able to talk productively and learn from this conversation. If necessary, the child will be asked whether he or she has been injured so that appropriate first aid can be given. This also gives the child an opportunity to say whether anything inappropriate has happened in connection with the incident.

We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team.

A key aim of our after-incident support is to repair any potential strain to the relationship between the child and the people that were involved in the use of reasonable force.

After a use of reasonable force, we consider whether the behaviour plan needs to be reviewed so that we can reduce the risk of needing to use reasonable force again.

Monitoring

We monitor the use of use of reasonable force in our school.

The SENCO and Assistant Head with responsibility for Behaviour are responsible for reviewing the records on a termly basis, and more often if the need arises, so that appropriate action can be taken. The information is also used by the governing body when this policy and related policies are reviewed.

Our analysis considers equalities issues such as age, gender, disability, cultural and religious issues to make sure that there is no potential discrimination; we also consider potential child protection issues. We look for any trends in the relative use of use of reasonable force across different staff members and across different times of the day or settings. Our aims are to protect children, to avoid discrimination and to develop our ability to meet the needs of children without using use of reasonable force. We report this analysis back to the governing body so that appropriate further action can be taken and monitored.

Concerns and complaints

For any concerns or complaints, please refer to the complaints procedure.

Police in School Guidance

Core Principles

Our first priority is what is in the best interest of the child, this includes safeguarding, mental health, and general wellbeing. School should be a place of safety and stability and for vulnerable children this is particularly important as it may be their only safe place. Due to this priority we:

- Act as advocate and loco parentis for our children. Asking the core question “Would this be good enough for my child?”
- Do not, usually, allow children to be interviewed at school. If it is felt that it is in a child’s best interest to be interviewed at school this can occur with the permission of the head teacher
- Do not allow the police to search students on the school premises. (Staff have powers to search students and if a child refuses this will probably lead to suspension)
- Avoid, where possible, the criminalisation of children. In most cases it is appropriate to use the school behaviour systems rather than the justice system

Loco Parentis

Loco parentis (“in place of a parent”) is the concept that someone with the care of a child stands in for the parent in his or her absence. Our school staff, and particularly the Head, acts in loco parentis and therefore must act as a prudent parent would to safeguard the rights and freedom of students within our care

Involving the police in an incident

When an incident occurs in which a crime has or may have been committed, the school needs to consider whether to involve the police. Most incidents can be dealt with and resolved internally.

Things to consider

In deciding to involve the police, it is vital that a balance is struck between the needs of the students involved and the needs of other students and the wider school community. It is not always clear initially who is involved in an incident and in what capacity. The victim in any incident should be supported and protected as a priority. Those suspected of being the offender will also need to be supported. There will often be significant circumstances in a young person’s life that are contributing factors to an incident, and it is important that they are taken into consideration. The seriousness of the incident will be a

judgement call for the school. In making this decision the level of harm and the circumstances leading to the incident need to be carefully considered.

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The decision as to whether an incident is dealt with internally or passed over to the police needs to be made at the initial stage, by gathering only enough information to establish the facts of the case. This decision is made by the headteacher in consultation with the DSL, Inclusion DHT and others as appropriate. It is recognised that contacting the police or other agencies may allow a further picture to be obtained, which assists in making informed decisions.

When the decision is made that the incident is resolved internally, we will do this in line with our character policy.

Vulnerable Young People

The challenges that children and young people with vulnerabilities are facing can sometimes contribute to behaviour which may lead them to unwittingly commit offences. All staff should be particularly alert to the potential need for early help for a child or young person who:

- Is disabled and has specific additional needs
- has special educational needs (whether they have a statutory education, health, and care plan)
- is a young carer
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- is a child in care
- has experienced any adverse childhood experiences

It is important to note that most children and young people with vulnerabilities do not commit offences.

Crimes reported to the police

When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, we will cease our own investigation, having asked only enough questions to establish the basic facts of the incident. We will make every effort to preserve any relevant evidence.

We will use Bromcom to document any investigation that we have undertaken. This includes recording questions asked to young people and their replies.

Police Interviews

A child or young person should not be interviewed or arrested at school if such action can be avoided. If it is essential to conduct the interview at school, it should be done only with the consent, and in the presence, of the Head or the Head's nominee. The Head must be satisfied that such an interview is necessary and by ensuring this will not be guilty of wilfully obstructing a police officer in the execution of his or her duty. Indeed, for Heads not to satisfy themselves on that matter would be a failure to discharge their duty in loco parentis.

The [Codes of Practice](#) make it clear that as far as practical, children and young persons under the age of 17, whether suspected of crime or not, usually should only be interviewed in the presence of a parent or guardian, or in their absence, someone who is not a police officer.

A reasonable time should be allowed to enable an appropriate adult to be present at the interview. Provided that the suspected offence does not involve the educational establishment, the Head or a nominee can act as the appropriate adult for purposes of the interview if waiting for a parent or guardian would cause unreasonable delay.

If the police ask to question a child, the Head should check that the child freely agrees to give the information. If the student is female, a senior female member of staff must be present. There should also be an assurance from the police that the child will not be charged with an offence at the school or arrested on school premises. If no such assurance is given, the Head should initially refuse to allow the interview to take place.

If the police ignore the Head's refusal to produce a student or to allow questioning and insist on seeing the child, the Head should:

- accede under protest
- remain present throughout the questioning
- note the officer's number
- note the events that take place
- inform the school governors at the earliest opportunity to explain what has happened; in the case of a maintained school the local authority (LA) should also be informed, as should trustees and proprietors of academies and independent schools, where appropriate
- submit a detailed report of the incident to the LA, trustees, proprietors, or governors as appropriate.

Data Sharing with the police

As appropriate we will share information for example contacts details with the police. To ensure that we comply with relevant data protection legislation this request needs to be formally and lawfully made. Obviously, there are times when requests are urgent to safeguard children and other people and we will accommodate this. In this case the police need to speak to the headteacher.

Sources:

[NPCC "When to Call the Police guidance for Schools and colleges"](#)

[Croneri "Police and Schools"](#)

Appendix 12: Power to discipline offsite

When investigating an incident involving behaviour in the wider community, EKCSS considers the following:

- whether the Character Policy has been broken
- the severity of the misbehaviour
- the extent to which the reputation of our school has been affected
- related to this, whether the student(s) were identifiable as a member of our school community
- the extent to which the behaviour in question might have repercussions for the orderly running of our school and might pose a threat to another student or member of our school
- Whether the misbehaviour in question was on the way to or from school, outside our school gates, or otherwise near our school.

If a student is found to have broken the Character Policy in the wider community, staff treat this as a serious matter.

The student can expect:

- to be instructed by staff to behave in an acceptable manner, and to be disciplined on their return to school
- to be referred to their Year Team
- that their family is contacted

- to be issued with an appropriate consequence
- if the misbehaviour could be classed as criminal or poses a serious threat to a member of the public, for the police to be informed