



# Bosham Primary School

Bosham Primary School, Walton Lane, Bosham, West Sussex PO18 8QF

Mark Richmond Headteacher

Tel: 01243 572375

Email: [office@boshamprimary.co.uk](mailto:office@boshamprimary.co.uk)

## Behaviour Policy - Therapeutic Thinking

Written by	Mark Richmond
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Chair of Governors	Lou Adams
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### 1. Purpose

At Bosham Primary School, we believe children learn best when they are regulated, supported, and understand the reasons for appropriate behaviour. Our Behaviour Policy promotes a therapeutic approach based on positive relationships, emotional literacy, and mutual respect. We aim to foster self-discipline, resilience, and responsibility so that every child can thrive academically and socially.

At Bosham Primary School we have high expectations of children's behaviour, work and emotional intelligence. These are fostered in a calm, secure, nurturing, and caring environment, with a therapeutic and positive approach, where praise and encouragement are given for effort or demonstrating the school values of resilience, independence, creativity, or emotional intelligence.

## 2. Therapeutic Thinking Principles

Therapeutic Thinking is a county-wide approach (West Sussex) that promotes prosocial behaviour through understanding and support rather than punishment. It focuses on the link between teaching, learning, and behaviour, prioritising emotional regulation and inclusion. You can find out more by clicking this [link](#).

### Key principles include:

- Negative experiences create negative feelings; positive experiences create positive behaviour.
- Behaviour is communication – we analyse rather than moralise.
- Prosocial experiences are prioritised for all pupils.
- Bribes and sanctions are replaced by intrinsic motivation and self-regulation.
- Equity is achieved by giving each pupil the support they need to succeed.

## 3. Implementation

Our approach is embedded across the curriculum and daily routines. Staff use consistent language and model calm, therapeutic behaviour. We use restorative practice to support pupils to recognise and manage emotions after undertaking the following 4 R's approach.

### When difficulties occur, we follow the **Regulate – Relate – Reason – Repair** cycle:

- **Regulate** – support the child to calm and regain control.
- **Relate** – rebuild trust and connection.
- **Reason** – reflect on choices once calm.
- **Repair** – agree how to make things right and move forward after there has been an apology.

## 4. Roles and Responsibilities

- Governors & Headteacher – monitor impact and ensure consistency.
- Senior Leadership Team lead a positive school culture, ensure staff training, and oversee serious incidents.
- All Staff – model prosocial behaviour, communicate with parents, and use therapeutic strategies.
- Parents – support the school's approach by agreeing to the Home School Agreement (Supporting Document 1) and communicate relevant concerns about their own or other children's behaviour.
- Pupils – follow school rules, take responsibility for their actions, and show respect for others.

## 5. Behaviour Categories

- **Prosocial** – behaviour that helps others and builds relationships.
- **Unsocial** – disengagement or withdrawal without harming others.
- **Antisocial** – behaviour that harms others, property, or learning.

**Responses are proportionate, developmental, and restorative. They are illustrated by the following flowchart:**



# Behaviour Management Flowchart

## Unsocial Behaviour

- Not doing as asked by an adult
- Leaving area without permission
- Refusal to complete the work set
- Calling out / talking when you should be listening
- Not listening to instructions
- Not demonstrating the school values to others

### Consequences:

- Working somewhere else
- Talking to a teacher or member of staff about behaviour during break / lunch time
- Warning that you will lose privileges such as Young Governor, monitor jobs or being able to use equipment at break / lunch time
- A short part of break may be used to complete work and not as a punishment. Children will be provided with adequate rest, play, and access to food/toilets.

## Antisocial Behaviour

- Aggressive calling out or distracting others
- Being rude (swearing, answering back, mimicking, name calling or lying)
- Refusal to do what you have been asked by an adult repeatedly
- Not returning to area after being asked by an adult (when regulated)
- Throwing equipment or damaging property
- Stealing

### Consequences:

- The pupil will lose privilege such as Young Governor, class monitor roles or using specific areas or equipment at break / lunch time until the behaviour improves
- Class teacher will speak to child's parent(s) after school
- Behaviour recorded on CPOMs (School Database).
- A Learning Behaviour Card will be used if the behaviour becomes regular.

## Dangerous Antisocial Behaviour

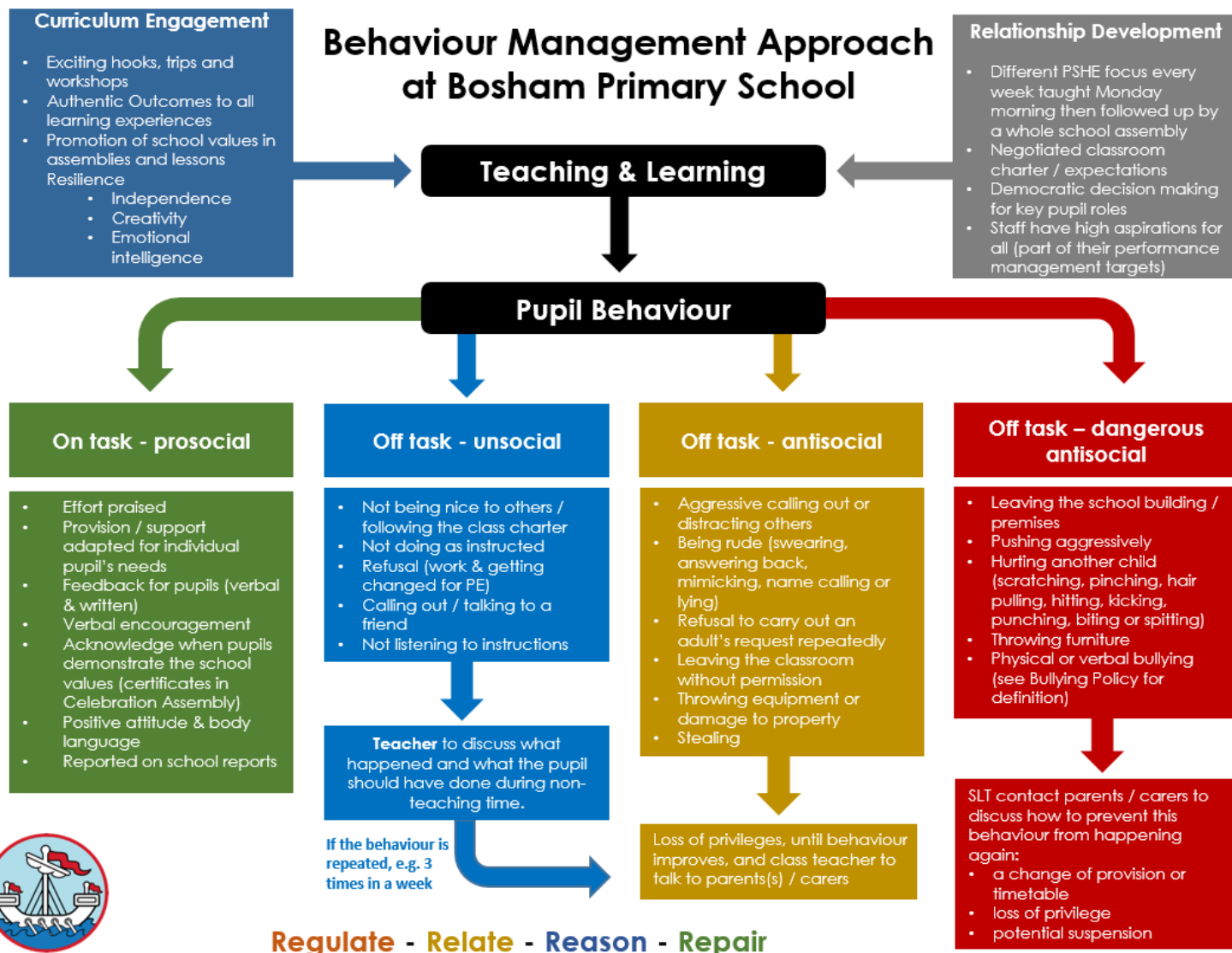
- Leaving the school building / premises
- Pushing aggressively
- Hurling another child (scratching, pinching, hair pulling, hitting, kicking, punching, biting or spitting)
- Throwing furniture
- Physical or verbal bullying

### Consequences:

- A **change of provision or timetable**
- **Protective playtimes** for repeated issues at break / lunch time.
- The pupil will **lose privilege** such as Young Governor, class monitor roles or using specific areas or equipment at break / lunch time
- **Senior Leadership Team meeting** with parent(s) / carers
- **Potential suspension**
- **Behaviour recorded on CPOMs** (School Database).

All incidents where the pupil is dysregulated, will follow the following approach prior to any sanctions.

**Regulate - Relate - Reason - Repair**



## 6. Learning Behaviour Cards

To further support pupils in understanding and improving their learning behaviours, staff may use a **Learning Behaviour Card** (Supporting Document 6) as a structured, therapeutic intervention.

**Purpose = the report card provides pupils with regular, lesson-by-lesson feedback to:**

- Recognise positive learning behaviours throughout the day.
- Understand how their behaviour affects their learning and the classroom community.
- Identify specific areas for development with clear, supportive guidance.
- Build independence, resilience, and self-regulation.

### How It Works

- The child's class teacher records feedback on the child's learning behaviour every lesson.
- A member of the Senior Leadership Team discusses the card with the child at planned points during the day.
- These reflective conversations focus on emotional intelligence, positive reinforcement and helping the child understand how to improve.

### Communication With Parents and Carers

- The completed report card is sent home daily.

- Parents and carers are encouraged to review it with their child, celebrating successes and discussing next steps.
- This ensures a consistent, supportive approach between home and school.

### **Review and Duration**

- The report card is a time-limited intervention and will be reviewed regularly with the pupil, class teacher, SLT and parents.
- Adaptations will be made as needed to best support the child.
- When appropriate, the child will be gradually supported to return to independent regulation without the need for a daily card.

## **7. Protective Playtime**

Protective Playtime is a supportive lunchtime intervention designed to help children develop positive social interactions, build confidence, and navigate the complexities of unstructured play. In line with our therapeutic approach, this provision focuses on emotional literacy, modelling prosocial behaviour, and enabling children to feel safe, understood, and successful during lunchtimes.

### **Purpose of Protective Playtime**

Protective Playtime is used to:

- Provide a calm, structured environment during lunchtime for pupils who may find unstructured play challenging.
- Help children practise positive communication and interaction skills.
- Support pupils in navigating social situations and managing any difficulties that arise.
- Build emotional resilience, confidence, and positive peer relationships.

### **How Protective Playtime Works**

- A trained adult works closely with the child during lunchtime to guide and support their play.
- Staff model prosocial behaviour, support turn-taking, help children recognise feelings, and scaffold solutions to social challenges.
- Children are encouraged to engage in a range of cooperative play activities that promote teamwork, communication, and emotional regulation.

### **Therapeutic Focus**

Protective Playtime is not a sanction; it is a supportive measure that:

- Prioritises connection, relational practice, and emotional safety.
- Helps children understand social expectations in a nurturing, low-pressure environment.
- Reinforces the development of self-regulation and problem-solving skills.

### **Communication with Parents and Staff**

- Class teachers and lunchtime staff communicate regularly to monitor progress and ensure consistency.
- Parents are informed when their child is receiving Protective Playtime and may be updated on progress as needed.

### **Review and Duration**

- Protective Playtime is a time-limited intervention.
- The child's progress is reviewed regularly, and support is gradually reduced as the child grows in confidence and independence.
- The aim is always reintegration into open play with peers, with strengthened social skills and emotional resilience.

## **8. Supporting Inclusion and Neurodiversity**

We adapt approaches for neurodiverse pupils and those with additional needs. Staff work with the SENDCo to create individualised plans that consider triggers, sensory needs, and coping strategies. Regular review ensures inclusion and wellbeing.

## **9. Restorative Practice and Consequences**

Restorative conversations allow pupils to reflect safely and learn from incidents. Logical consequences are used, e.g. cleaning up a mess, repairing damage, or redoing work. Restorative approaches focus on respect, responsibility, repair, and reintegration.

## **10. Safety and DfE Guidance**

Searching, screening, confiscation, and the use of reasonable force are conducted in line with DfE guidance (Supporting Document 7). Staff prioritise de-escalation and safety. All incidents are recorded and communicated appropriately.

## **11. Monitoring and Review**

The Headteacher and Governors will review this policy annually, considering staff, pupil, and parental feedback.

## Supporting Documents

- 1 - Home School Agreement
- 2 - Types of Behaviour
- 3 - What happens when things go wrong for our pupils?
- 4 - Neurodiversity & SEND Strategies
- 5 – Child on Child Abuse (Bullying)
- 6 – Learning Behaviour Report Cards
- 7 - DfE Guidance Summary
- 8 - Searching, Screening and Confiscation
- 9 - Reasonable Force Procedures
- 10 - Behaviour Outside School Hours

### 1 - Home School Agreement between Parents, Child, and Bosham Primary School

	As Parent(s) we/I will do our/my best to.....	As a child I will do my best to.....	As a school we will do our best to.....
<b>Being ready for school</b>	Send our/my child to school in the correct school uniform. Make sure our/my child has the right equipment.	Always wear the correct school uniform. Bring the right equipment to school.	Encourage children to always wear school uniform. Tell the children what is needed for lessons.
<b>Attendance and Punctuality</b>	Make sure our/my child arrives and is collected on time every day. Notify the school if our/my child is absent providing a reason.	Get to school on time every day.	Encourage good attendance and punctuality. Notify parents if there is a concern.
<b>Class work and work at home</b>	Show an interest in our/my child's life at school. Encourage our/my child to do their best. Make sure our/my child completes work to be done at home.	Try my best in all my work. Look after any work that I need to do at home and make sure it is done at the right time.	Make lessons interesting and relevant for the children. Provide activities to do at home. Cover a wide range of subjects to give the children access to a broad and balance curriculum. Prepare work for the children appropriate to their needs monitoring and reviewing it regularly.
<b>Behaviour</b>	Encourage our/my child to have a high standard of behaviour at all times. Support the school rewards and sanctions.	Follow the dos and don'ts in the behaviour contract. Accept these sanctions and apologise to those concerned if I do wrong. Show my rewards to my family. Be polite and helpful.	Set a good example and encourage high standards of behaviour. Be consistent in using sanctions and rewards.
<b>Pastoral Support</b>	Let the school know if there are any problems likely to affect our/my child's learning or behaviour.	Let my teacher know if I have any worries. Take care of the school and the people within it.	Listen and respond quickly to any concerns. Care for children's safety, health and happiness.
<b>Links with the school</b>	Attend parent's consultations to find out about my child's progress. Read letters from school and reply if necessary. When possible, attend information evenings and workshops provided by the school.	Take all letters home. Tell my family about things that are happening at school.	Be open and welcoming. Hold parents consultations. Send home an annual report. Offer parents the opportunity to make an appointment to discuss their child's progress. Keep parents informed if there are any worries or concerns.
<b>The school community</b>	Support the school events	Find out about the events I can do after school and turn up regularly if I join a club.	Keep parents informed about events that the school offers and is involved with in the community.

\_\_\_\_\_ (Parent/Carer/Guardian) \_\_\_\_\_ (Child)

### 2 - Types of Behaviour

## Prosocial Behaviour

- Relating to behaviour, which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings, and welfare of other people. Behaviour which benefits other people or society.
- Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.
- All behaviour is a form of communication, and these behaviours could be a sign of needing help, attention or that they are bored or impatient. Not all unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.
- In every classroom we also display the Jigsaw Charter which the pupils sign and it is used to form the basis of the school rules. It is made clear to pupils that any unwanted physical contact is unacceptable, and this would also break our school rules. Jigsaw is what the school uses to help us deliver our Personal, Social, Health and Economic education,



## **What is Jigsaw?**

We have introduced Jigsaw as it brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The first lesson of each week is dedicated to introducing the new focus for that week. Teachers tailor these lessons to their children's needs, which helps them to build relationships with their class, so they can get to know and understand them better as unique human beings.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme at the same time.

## **The Six Puzzles Pieces (Themes/Units of work)**

There are six puzzle pieces in our PSHE approach (Jigsaw) that are designed to progress in sequence from the beginning of each academic year:

### **Term 1.1. = Being Me in My World**

- Help others to feel welcome
- Try to make the school community a better place
- Think about everyone's right to learn
- Care about other people's feelings
- Work well with others
- Choose to follow the learning charter

### **Term 1.2. = Celebrating Difference (including anti-bullying)**

- Accept that everyone is different
- Include others when working and playing
- Know how to help if someone is being bullied
- Try to solve problems
- Use kind words
- Know how to give and receive compliments

### **Term 2.1. = Dreams and Goals**

- Stay motivated when doing something challenging
- Keep trying even when it is difficult
- Work well with a partner or a group
- Have a positive attitude
- Help others to achieve their goals
- Are working hard to achieve their own dreams and goals

### **Term 2.2. = Healthy Me**

- Have made a healthy choice
- Have eaten a healthy, balanced diet
- Have been physically active
- Have tried to keep themselves and others safe
- Know how to be a good friend and enjoy healthy relationships
- Know how to keep calm and deal with difficult situations

### **Term 3.1. = Relationships**

- Know how to make friends
- Try to solve friendship problems when they occur
- Help others to feel part of the group

- Show respect in how they treat others
- Know how to keep themselves and others, when they feel upset or hurt
- Know and show what makes a good relationship

### **Term 3.2. = Changing Me (including Puberty and Human Reproduction Education)**

- Understand that everyone is unique and special
- Can express how they feel when change happens
- Understand and respect the changes that they see in themselves
- Understand and respect the changes that they see in others
- Know who to ask for help if they are worried about change
- Are looking forward to change

**Each unit has six puzzle pieces (lessons)** which work towards an 'end product'. For example, The School Learning Charter or The Garden of Dreams and Goals. **Each Piece has two Learning Intentions:** one is based on specific PSHE learning and the other based on emotional literacy and social skills development (green). The whole school works on the same puzzle piece at the same time, meaning that each puzzle piece can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

### **Unsocial Behaviour (referred to as 'difficult')**

- Not enjoying or trying to behave sociably in the company of others, but not to the detriment of others.
- Not doing as instructed, but not to the detriment of others.
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)
- Calling out/talking to a friend
- Not listening to instructions

### **Antisocial Behaviour (referred to as 'dangerous')**

- Behaviour that causes harm to an individual, a group, to the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm, or distress. Behaviour that violates the rights of another person.

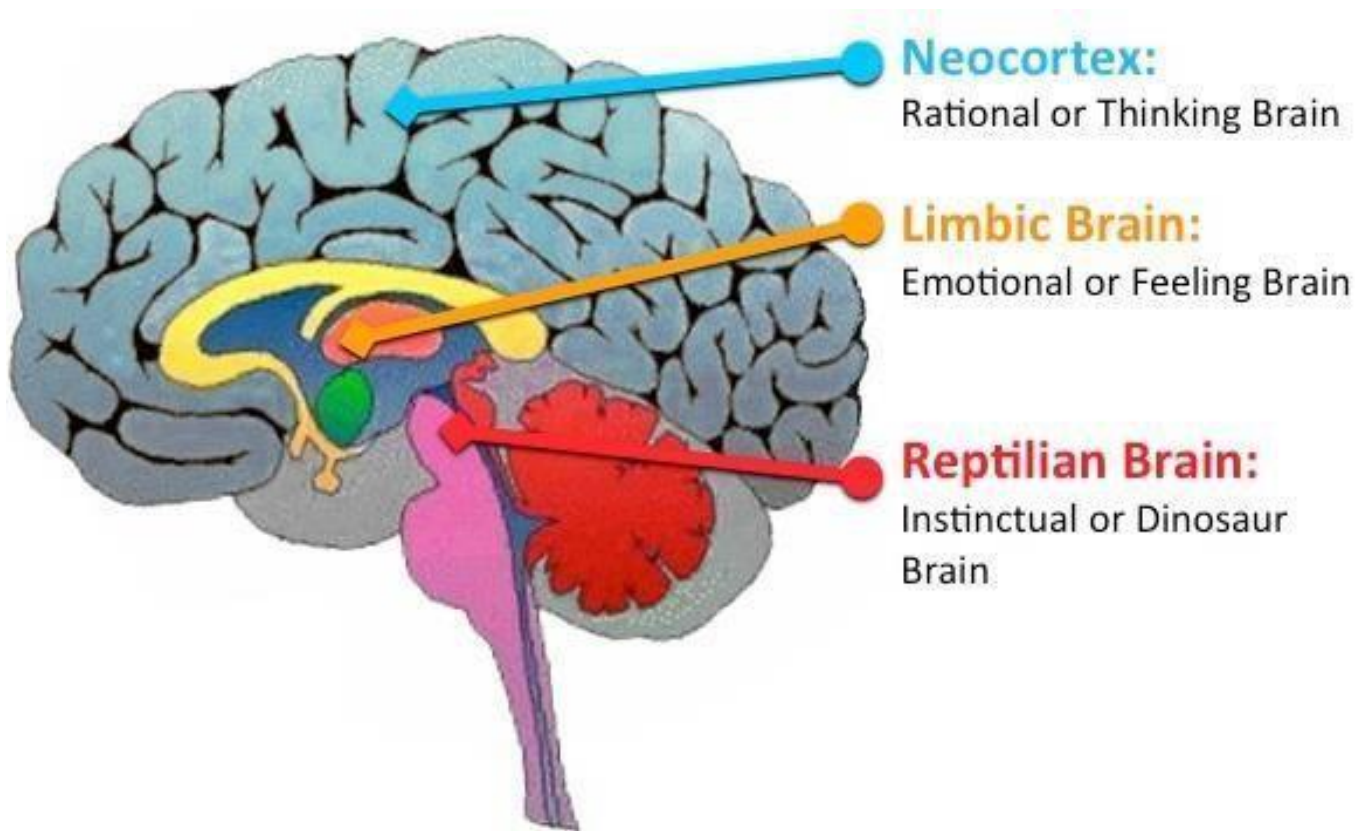
<b>Antisocial Behaviours</b>	<b>Dangerous Antisocial Behaviours</b>
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Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back Mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/push over furniture Stealing	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hairpulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)
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It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. Please be aware, all these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help

### 3 - What happens when things go wrong for our pupils?

If a pupil is upset or overwhelmed by strong feelings, they can only be soothed by someone whose own feelings are regulated, not overwhelmed like the child. Secondly, it is helpful if that person is an adult the child knows and trusts, feels safe with and has a positive relationship with them. That adult is likely to be able to help soothe the child, or simply 'be with' the child to help them regulate. When that is in place and the child is once more regulated (which may take a long time) then some form of reasoning can happen, as the child can use their Neocortex part of their brain. While the child is dysregulated, they are likely to be stuck in their Reptilian brain where they are only concerned about life-sustaining functions of their body. The reptilian brain ensures that we stay alive and kicking, at any cost



The limbic brain wraps around the reptilian brain. It connects parts of the brain that deal with high and low functions. This part of the brain handles all our emotions and non-verbal behaviour. It is also responsible for our memories and keeps track of pleasant and unpleasant experiences. The limbic brain shapes a lot of our behaviour and relationships. This is the part of the brain that will allow pupils to calm and settle so they can reason (using their Neocortex) about what has just happened.

The Neocortex is the outermost layer of the brain and is linked with high-level cognitive abilities. It enables our complex and logical thinking. Pupils are unable to reason until they can access this, so they need to be supported to

# Regulate – Relate – Reason – Repair

Louise Michelle Bombèr, a Clinical Lead, Teacher & Therapist explains the importance of Repair as a way of re-connecting after a rupture has taken place. When things have gone drastically wrong for a child or young person at school; hitting, kicking, swearing, or wrecking some equipment, they do not know how to put it right. This scenario leaves the child or young person feeling even more shame and confirms their belief that they are bad, a mistake, or should never have been born. If we can find a way to help them repair the situation, we will model ways of bringing hope to them and not a completely broken situation.

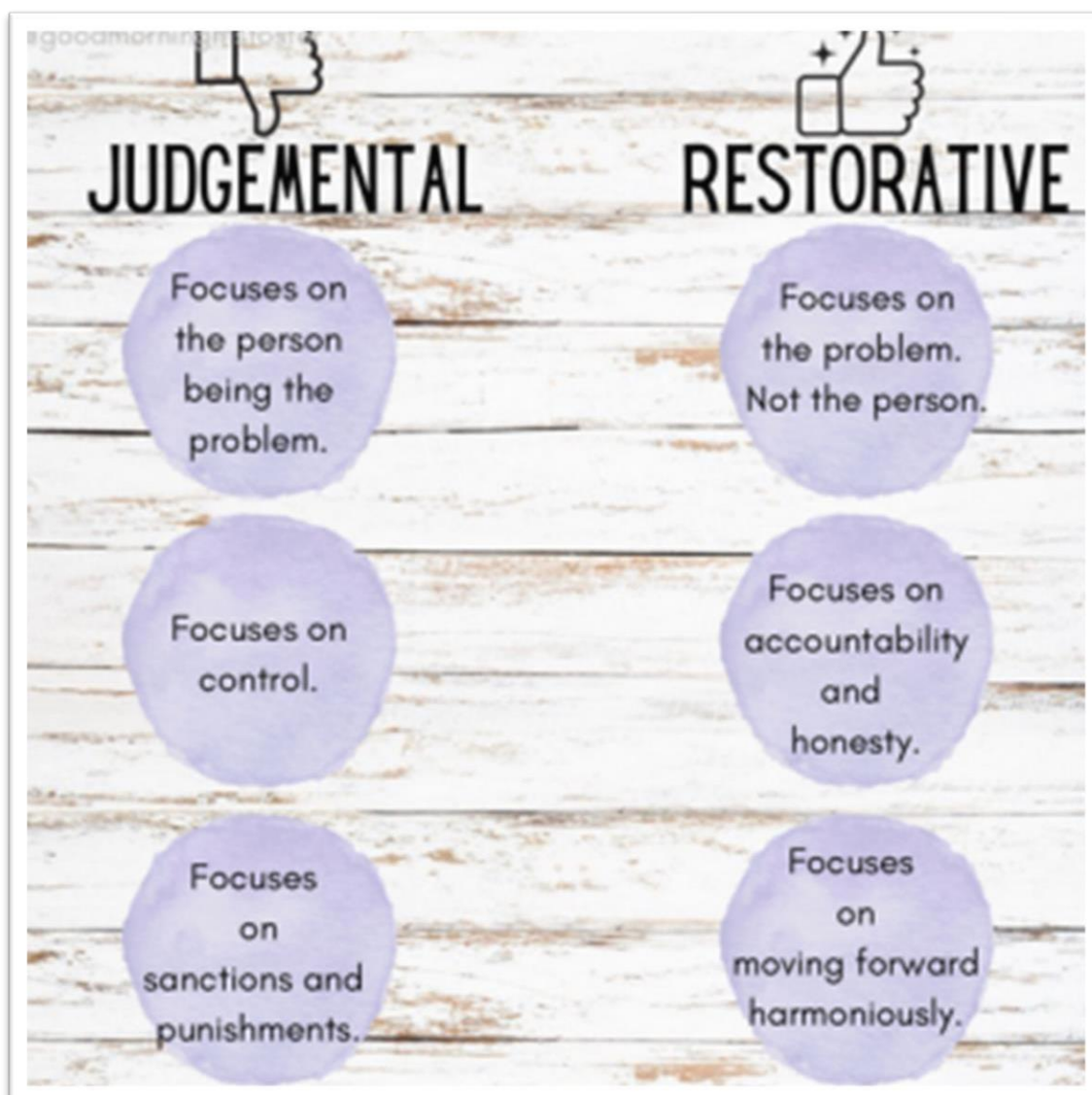
We model this process of repair to the children and do it with them. Louise Bomber suggests that we will need to continue the cycle of regulate, relate, reason and repair time after time with some pupils. If the child or young person does not feel safe, they need to be taught the tools to help them regulate their feelings, socialise with peers and finally to be able to progress academically.

<p><b>Regulate</b> – teaches pupil how to shift states</p>	<p>'Every time we regulate together with a child or young person, we teach our pupil that it is possible to shift states, sensations, and feelings by engaging with something on a sensory level. That all important life-changing message that it is possible to learn how to soothe, quieten and calm the alarm system in each one of us, so that we can then use our social engagement system.' L Bomber 2020.</p>
<p>Staff will build a bank of resources and techniques that work for each child and make it accessible for them. The child will be part of this process and make choices of what they would like.</p>	
<p><b>Relate</b> – teaches pupil relationship building</p>	<p>'Every time we relate through quality moments together with a child or young person, we teach them that connection is paramount, that relationships are necessary to live well. That relationships can be safe and positive, and can bring safety and comfort, love, and joy. The message of health and wellbeing.' L Bomber 2020.</p>
<p>Staff will smile when they see them in the morning or afternoon and say how good it is to see them. They will find out the best way to relate with each child.</p>	
<p><b>Reason</b> – teaches pupil how to behave</p>	<p>'Every time we reason together with a child or young person, we teach them to pause, reflect, and consider something in the higher part of their brain, their thinking and cognitive brain. The message that it is possible to override the emotional limbic brain from time to time, to extend ourselves outside what is known and familiar, to tap into our exploratory system, be curious, interested, excited: to settle to learn.' L Bomber 2020. You can find out more by watching this Jacob Ham film clip about ' Understanding Trauma: Learning Brain vs Survival Brain' <a href="https://www.youtube.com/watch?v=KoaqUANGvpA">https://www.youtube.com/watch?v=KoaqUANGvpA</a></p>
<p>This is where pupils will be reminded about behaviour expectations and discuss how they could have undertaken the task, so they know what to do in the future. This could be down through role play or discussion.</p>	
<p><b>Repair</b> – teaches pupil how to shift states and move on</p>	<p>'Every time we repair a relationship together with a child or young person, we teach them that there is usually a withdrawal plan. That it is usually possible to put things right and that we are often made stronger because of difficulties. So, there is no reason to panic or be afraid of ourselves or of each other. The message of hope.' L Bomber 2020</p>
<p>This is especially important for pupils who are often dysregulated as they can learn how to improve their own behaviour. They learn that 'tomorrow is another day.' It is important that previous dysregulated occasions are not use as reference points for children and that all staff move on starting afresh after the repair stage.</p>	

## Restorative Practice

At Bosham we use restorative practice to support antisocial behaviour between children. 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 so that they 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



Restorative conversations can only take place when a child is regulated. To do this, they may require time. Staff must use their own judgement for this. Restorative conversations should follow a clear, systematic structure. This approach enables the child to feel safe and supported. Try to have this conversation in a private place.

## Prompts

1. What happened?
2. How were you feeling?
3. What was the impact of your choice?
4. What can you do to make it right?

This will give the child a chance to reflect on their behaviour without fear of judgement and they will feel supported. From there, an appropriate next step will be decided between the teacher and the child; sometimes, the child will need some reflection time before deciding about the next step.

## Consequences

Where possible, use logical consequences:

- You broke something - You fix it.
- You did not do your work - You do it now.
- You misused equipment - You do not use it anymore (or for a fixed period.)
- You made a mess - You clean it up.

## 4 - Neurodiversity

Effectively managing the behaviour of neurodiverse pupils requires a comprehensive approach that fosters understanding and collaboration. Teachers will need to make adaptations to support the behaviour of different children. For children with ISP's a discussion should be held with the SENDCo to gain insights into each student's unique needs and challenges, and which strategies would best support this. Drawing from these conversations, tailored strategies are then developed, aligning with the principles of restorative practice. These strategies encompass a range of approaches, including visual supports, sensory accommodations, and individualised behaviour plans that consider triggers and preferred coping mechanisms. By embracing restorative principles, such as active listening, empathy, and promoting positive relationships, educators can address behavioural issues in a holistic manner. Regular reviews and adjustments of strategies, in consultation with the SENDCo should be held to ensure a supportive and inclusive environment where neurodiverse pupils can thrive academically and socially.

## 5 – Child on Child Abuse (Bullying)

Bullying may be described as a pattern of behaviour showing a conscious desire to hurt, threaten or frighten someone else. Bullying can involve physical, psychological, or verbal aggression (however not all aggression is necessarily an act of bullying). It often develops over a period of time and is persistent. It is important to help children to distinguish between friendship disputes and squabbles, teasing and bullying. The children are taught a mnemonic to help them understand what bullying 'STOP' is – **Several Times on Purpose**.



All staff will be very vigilant and aware of any disagreements amongst pupils which may lead to bullying. When an incident deemed to be bullying is identified several different actions can be taken dependent on the individual circumstances. These could include:

- Seeking the views of others who may have witnessed bullying incidents and recording witness statements
- The class teacher (or a teaching assistant) discussing the incidents with those involved individually and then often together.
- Referring the **child** to the Headteacher or any other of the DSLs (Designated Safeguarding Leads).
- Contacting the parents of both children.
- Developing a circle of friends to support the victim of bullying and provide them with an opportunity to face the bully in a safe and supported context.
- Provision of a trusted adult within school to support victims and offer suitable interventions.
- Provide ELSA support for the pupil.

Parents who inform the school that their child might be being bullied will always be offered the opportunity to discuss the incidents with the class teacher and a member of SLT.

If there is bullying occurring, support will be given to both the 'victim' and the 'perpetrator' in order to support them. In extreme and persistent cases where all avenues to stop bullying have failed the bully may be temporarily or permanently (extremely rarely) excluded from the school.

## 6 – Learning Behaviour Card

### Learning Behaviour Card

	08:30 – 08:45	08:45 – 10:15	10:15 – 10:30 = Break	10:30 – 12:00	12:00 – 13:00 = Lunch	13:00 – 15:15
<b>Monday</b>						
<b>Tuesday</b>						
<b>Wednesday</b>						
<b>Thursday</b>						
<b>Friday</b>						

## 7 - DfE Guidance on Behaviour in Schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

## 8 - Searching, Screening and Confiscation

The DfE Guidance 'Screening, Searching and Confiscation' (January 2022) will be followed and that document constitutes part of the school's Behaviour Policy. The Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, such as:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.

Members of staff should not search a pupil on their own. It is best practice to ask to be accompanied by the Headteacher.

- Any illegal items or weapons will be reported to the police
- The child does not have to agree to the search for it to be carried out.
- Parents will be contacted if a search has been undertaken in school.

Pupil's telephones and phone cameras are not allowed to be used in school. If a child brings one into school, they need to take this to the school office where it will be kept safely in a locked cupboard until the end of the school day. Children are NOT allowed to take photos on personal devices in school.

## 9 - Use of Reasonable Force

1. The DfE Guidance 'Use of Reasonable Force' July 2013 (Updated July 2015) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) will be followed and that document constitutes part of the School's Behaviour Policy. All incidents of the use of reasonable force will be logged, and parents will be informed.

De-escalation techniques such as getting down to the height of the child, avoiding eye contact (standing side on) and reduction of words / noise while communicating will be undertaken prior to

any use of force where possible. All SLT members in school are trained in Team Teach Positive Behaviour Management and will follow their training if all other options have not worked.

**Teachers can use reasonable force to:**

- Prevent a child from attacking a member of staff or another pupil, or to stop a fight in the playground
- Prevent a child from leaving a classroom where allowing the pupil to leave would risk their safety
- If a child was in danger such as stepping into the road / about to fall into the sea etc.
- Restrain a pupil at risk of harming themselves through a physical outburst
- Prevent a pupil behaving in a way that disrupts a school event, school trip or visit

## **10 - Behaviour Outside School Hours**

**Teachers have the power to discipline any pupils outside of school for misbehaviour when the pupil is:**

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform or in some way identifiable as a pupil at the school
- Misbehaving in a way that could have repercussions for the school
- Behaving in a way that poses a threat to themselves, another pupil or member of the public
- Behaving in a way that could adversely affect the reputation of the school

### **Detention**

- We do not use after-school detention at Bosham Primary School. We would arrange a meeting with a pupil's parents if their behaviour were dangerously antisocial.