

Pupil Behaviour Policy

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Introduction

The school recognises that the values it promotes, such as care, respect, and concern for oneself, others, property, and the environment, are crucial for the spiritual, moral, social, and emotional development of its students. These values are communicated explicitly through clear guidelines and expectations, and implicitly through the everyday behaviour of staff and students. This approach aligns with social-emotional learning (SEL), which involves teaching students to understand and manage their emotions, build positive relationships, and make responsible decisions. To ensure a consistent approach to behaviour and discipline, the school's guidelines help reinforce these values. The school's behaviour strategy focuses on enhancing educational outcomes by fostering student engagement, motivation, and well-being, with the belief that positive experiences and strong self-esteem contribute significantly to students reaching their full potential.

Our School Vision

Our vision is to nurture holistic life-long learning and service rooted in classical knowledge within a safe and stimulating high quality environment.

Our School Core Values:

Our Islamic values underpin our core values which are centred on the concept of being a good **FRIEND**:

- **Faith-** Our beliefs guide everything we do. We live by Islamic Principles and follow the Quran and Sunnah. We use the Quran as our guide and our Prophet (May Allah's peace and blessings be upon Him) and His Companions (May Allah be pleased with them) are our role models. All aspects of the school are underpinned by a strong religious identity.
- **Resilience-** At Land of Learning we always try our best and persevere in learning to the best of our abilities. We have a "can do" attitude and we work hard in everything we do. We all have strengths and together we strive for success.
- **Integrity-** At Land of Learning we are always fair, honest and non-judgemental in our behaviour. All children deserve to be treated with respect and dignity. We are clear about expectations and ensure that we help each other to always achieve with excellence.
- **Empowering-** We continuously challenge each other to work to achieve our full potential. We are prepared, organised and professional at all times. We set clear expectations and goals and know exactly how to achieve them. We are always open to new ideas and constantly strive to improve.
- **Nurture-** We provide an environment that is rich and stimulating. We believe that children learn best when the environment is safe, holistic and happy. The emotional well-being of all at school is paramount.
- **Diversity-** We are all unique and special. Our differences enrich our school and prepare us for a diverse society. We understand that as individuals we are entitled to be treated with respect and tolerance.

Aims

This policy aims to:

1. **Promote a Positive School Culture:** Create an environment that encourages excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe, and supportive setting. This includes fostering a sense of belonging, respect, and value among all members of the school community, in line with the Islamic principles of mutual respect and compassion. By incorporating the values of *ihsan* (excellence in conduct) and *ukhuwwah* (brotherhood), the policy encourages a sense of unity and support.
2. **Implement a Whole-School Approach:** Establish a comprehensive approach to maintaining high standards of behaviour that reflect the school's values, including adherence to the teachings of the Quran and Sunnah. This involves understanding the importance of good manners (*adab*), promoting self-discipline (*taqwa*), and respect (*ihtram*). Emphasising the prophetic tradition of being kind, fair, and just, the school aims to create an atmosphere where pupils learn and practice Islamic etiquette in their daily interactions.
3. **Define Expectations and Manage Behaviour Consistently:** Clearly outline the expectations for behaviour, including what is considered unacceptable, such as bullying and discrimination. Ensure a consistent approach to behaviour management that applies equally to all pupils, reflecting the Islamic principle of justice (*adl*). This includes summarising the roles and responsibilities of staff and students in behaviour management, highlighting the importance of enjoining good and forbidding wrong (*amr bil ma'ruf wa nahi 'an al-munkar*).
4. **Use a System of Rewards and Sanctions:** Develop a clear system of rewards for positive behaviour and sanctions for negative behaviour, ensuring that these are understood by all and applied fairly to promote good behaviour and discourage misconduct. This system should be inspired by Islamic teachings, where good conduct is recognised and wrongdoing is addressed with the intention of reform and improvement, aligning with the concept of *tarbiyah* (moral and spiritual development).
5. **Collaborate and Share Best Practices:** Work with other schools and the local authority to share good practices and continuously improve the behaviour policy. By promoting good behaviour and preventing all forms of bullying, the policy aims to foster a community that embodies the Islamic value of consultation and the pursuit of collective well-being
6. **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons, reciting duas
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Legislation and statutory requirements

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

› [Searching, screening and confiscation: advice for schools 2022](#)

› [The Equality Act 2010](#)

› [Keeping Children Safe in Education](#)

- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

EXPECTED BEHAVIOUR – The Behaviour Curriculum (see Appendix A)

- All groups within the school community have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.
- Follow our FRIEND Core Values & FRIEND Golden Rules

At Land of Learning Nursery and Primary School we have adopted "The Seven Pillars of Behaviour". These pillars emphasise key attitudes and approaches to create a positive and effective learning environment. Here's how these pillars can be understood and how we action them at our school:

1. Be Curious

- **Explanation:** Encouraging curiosity involves fostering a love of learning and an inquisitive mindset in both educators and students. It's about exploring new ideas and being open to discovering new things.
- **Action in Our School:** Promote curiosity by linking it to the Islamic tradition of seeking knowledge. Encourage students to ask questions and explore subjects deeply, reflecting the Quranic encouragement to ponder and reflect on the world around them. Use stories from Islamic history, such as the curiosity and pursuit of knowledge by scholars like Ibn Sina (Avicenna), to inspire students.

2. Be Calm

- **Explanation:** Maintaining calmness helps create a stable and safe learning environment. It involves managing one's emotions and responding to situations with patience and composure.
- **Action in Our School:** Teach the value of calmness through the Islamic principle of Sabr (patience). Encourage students to remain calm in difficult situations by modelling this behaviour and incorporating activities that teach mindfulness and emotional regulation. Use examples from the life of the Prophet Muhammad (PBUH) to show how he maintained calmness and composure in challenging circumstances.

3. Be Compassionate

- **Explanation:** Compassion involves showing kindness, understanding, and empathy towards others. It's about creating an environment where students feel valued and supported.
- **Action in Our School:** Integrate compassion into daily school life by teaching the Islamic value of Rahma (mercy). Encourage students to practice compassion through acts of kindness and charity, reflecting the Prophet Muhammad's (PBUH) example of showing mercy to all beings. Include activities that promote empathy and understanding, such as community service projects.

4. Be Consistent

- **Explanation:** Consistency in rules, expectations, and responses helps create a predictable and secure environment for students. It involves being reliable and maintaining standards across all situations.
- **Action in Our School:** Apply consistent behaviour management strategies that align with Islamic teachings. Ensure that rules and expectations are applied uniformly and fairly, reinforcing the concept of justice in Islam. Use consistent praise and discipline that reflect the principles of fairness and equity.

5. Be Clear

- **Explanation:** Clear communication helps students understand expectations and reduces ambiguity. It involves being explicit about what is required and providing clear instructions and feedback.
- **Action in Our School:** Use clear and simple language when setting expectations and giving instructions. Relate clarity to the Quranic principle of speaking plainly and truthfully. Provide clear explanations of school rules and link them to Islamic values, ensuring students understand the reasons behind them.

6. Be Challenging

- **Explanation:** Providing challenges encourages growth and learning. It involves setting high expectations and pushing students to reach their full potential in a supportive way.
- **Action in Our School:** Challenge students academically and personally while offering support and guidance. Encourage a growth mindset by linking challenges to the concept of Jihad al-Nafs (striving against one's lower desires) in Islam. Promote the idea that striving, and effort are valued and rewarded in Islamic teachings.

7. Be Connected

- **Explanation:** Building connections involves fostering strong relationships between teachers, students, and the wider community. It's about creating a sense of belonging and mutual support.
- **Action in Our School:** Foster a sense of community by emphasising the Islamic concept of Ummah (community). Encourage connections among students through collaborative projects and group activities. Involve families and the wider community in school events and initiatives, creating a network of support that reflects the interconnectedness encouraged in Islam.

By integrating these pillars with Islamic teachings, we can create an environment that not only promotes positive behaviour but also nurtures spiritual and moral development. This holistic approach aligns with Islamic principles, helping students grow into well-rounded individuals.

ROLES, RIGHTS AND RESPONSIBILITIES

The Prophet (PBUH) says "Every one of you is a Protector and Guardian for those who are placed under your care". (Bukhari and Muslim).

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

The role of pupils

- discuss the school code and class rules within their class.
- understand the consequences of breaking the school rules.
- vote for members of their class to represent them on School Council

The role of teachers

- agreeing a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all.
- ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.
- have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability.
- arrive in class in time.
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons.
- inform parents about expected behaviour and seeking their support.
- avoid use of confrontational language – see Appendix (B) Emotional Containment Phrases
- use proximal praise to reinforce expectations.
- ensure all children are noticed and receive attention in class
- treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding.
- ensure all adults working with children with SEND are informed of individual challenges and strategies.
- organise the classroom in a way that encourages successful learning by giving attention to:

1. space for working and movement.
2. seating arrangements
3. access to materials and equipment
4. noise levels
5. routines

- plan activities appropriate to the ability, maturity and special educational needs of the children.
- be aware of safety issues when planning activities.
- establish procedures for giving directions about tasks.
- teach children about behaviour skills.
- plan and respond to individual needs to learn behaviour skills and self-regulation.
- provide opportunities for children to develop different kinds of relationships with one another.
- allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum.
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions.
- liaise with external agencies, support teachers, mid-day staff, parents and the headteacher as necessary to support and guide the interests of the child.
- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENCo is set up.

Non-teaching staff

The role of the Learning Support Assistants

- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards and relevant and proportionate when sanctioning
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- being aware of procedures for giving directions about tasks and reinforcing them
- teaching children about behaviour skills and self-regulation
- reassuring, re-focusing and reaffirming tasks set for children.
- fulfilling roles identified within care plans for children.
- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion.
- responding to children's needs swiftly
- observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment
-

The role of MIDDAY staff members

- being friendly and approachable
- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards or imposing agreed sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- support children's development of behaviour skills and self-regulation
- having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment
- support children with SEND using agreed strategies.

The role of parents and carers:

- the school works collaboratively with parents that children receive consistent messages about how to behave at home and at school.
- we explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these.
- we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains, they should contact the Chair of Governors
- inform the school of any medical or social circumstance that might affect the behaviour of their child.
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage.
- inform the school of any concerns about their own child's behaviour.
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.
- support and co-operate with the school in implementing the behaviour policy.
- respect the staff of the school and valuing their professional opinions.
- promote positive attitudes towards school.
- provide a good example of behaviour.
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The role of Governors

- responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- the head teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues.
- be involved in the development of the policy in accordance with the stated aims of the school.
- be informed about the successes of the policy in maintaining high standards of behaviour.
- ensure that the school has a behaviour and discipline policy.
- support staff in implementing the policy.
- monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives.
- report on the effectiveness of the policy to parents
- provide opportunities for dialogue with children, staff and parents.

WHOLE SCHOOL STRATEGIES

Code of Conduct:

We have an agreed code of conduct for the school community.

The school's 'FRIEND Golden rules' are:

- Faith: We always please Allah through our words, actions and behaviour
- Resilience: We always work hard.
- Integrity: We are always honest
- Empowering: we are kind and helpful
- Nurture: we are gentle and considerate
- Diversity: We treat everyone equally

These are displayed around the school.

In addition to this each class has agreed its own rules which are displayed in the classroom.

As well as the 'Golden Rules/school code every member of the school community should apply the following principles:

- We do not condone inappropriate behaviour
- You own your own behaviour
- We are a no shouting school.

Support

Children can be supported in behaving as we expect through the following suggested means

- Student councillors
- Pupil voice/Worry Box
- PAP sessions
- SENco/Headteacher involvement
- Use positive rather than negative phrasing e.g., stand next to me, walk beside me to... stay seated in your chair.
- Limited choice e.g., where shall we talk, here or in the library?

See also Appendix A Emotional Containment Phrases

Appendix B De-escalation script

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Rewards

We recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour
- Rewards including class dojo, stickers, star of the week, Steps to Jannah card
- Rewards are given in accordance with individual support plans when necessary.
- Visit to the head teacher.
- Recognition of children who are strong role models/ always make the right choices Golden Star Child Award

Positive behaviour will be rewarded with:

- Praise
- Stickers
- Class Dojo leading to certificates and prizes,
- Teachers run award schemes particular to the class
- Certificates for:
 - Class Dojo – bronze, silver, gold
 - attendance,
 - conduct,
 - achievement,
 - and effort
- Star of the week
- Steps to Jannah Reward Card
- Inform parents of consistent good behaviour
- Special responsibilities/privileges
- Lunch with the head

We celebrate children's achievements in special assemblies where parents are invited in, and

children are encouraged to share good work or behaviour with the whole school.

The school may use one or more of the following sanctions in response to unacceptable behaviour. We expect high standards of behaviour in children and school rules are discussed with each class. Children make their own class rules of behaviour that enhances the core values and expectations of the school code of conduct.

Every member of staff is responsible in ensuring rules are followed and the ethos of the school is adhered to.

Religious guidelines from the Quran and Sunnah are used to underpin the policy.

We use a graded system for sanctions, and the child is at the heart of the system.

Behaviour Response: Stepped Approach

1. Tactically ignore poor behaviour (private signals perhaps, catch children being good)
2. 'We' statement
3. Clear choice: that can either go into your pocket or onto my table... then walk away.
4. Follow up consequence.

If the consequence is refused then no issue is made of this, simply a calm reminder that if the child refuses the consequence, then there is a clear consequence that will be followed up at a time convenient to the teacher, who then remains calm and continues to teach the children in the class. Language of choice always used so that child is not backed into a corner. Use of Class Dojo after the first 4 steps have been used.

Using Class Dojo to restore behaviour expectations: Expectations of Behaviour are the foundation- Give the children clear guidance on what is expected. First a verbal warning is given, this then moves onto Warning 1 (1 point removed) and a clear explanation should be given by the teacher/TA to what will happen next. If unwanted behaviour persists Warning 2 is given. This leads to a Green Restorative Approach on Dojo. The teacher/TA will give the child reflection time, and the teacher/TA will have a restorative conversation with the child. (see Appendix J Restorative Conversation Prompts).

Steps 1 and 2 may be skipped when presented with unsafe behaviours.

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand and reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents/carers
- › Agreeing a behaviour contract/plan

- › Putting a pupil on 'smart targets' and/or behaviour plan
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

We may use the SLT office in response to serious or persistent breaches of this policy. Pupils may be sent to the SLT office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Sanctions which must be applied fairly and consistently have been devised:

- by the School staff and the School Committee;
- not to be degrading or humiliating to any pupil

'We' Script

When working with challenging behaviour staff use the agreed 'we' script reminding of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce

I.e.,, we expect..... thank you.

Peter, we expect everyone to speak politely to one another, thank you.

Jane, we expect everybody to line up quietly, thank you'.

(Staff do not shout and avoid phrases such as 'why are you?', 'don't', 'you are...')

Playtime/Lunchtime Monitoring:

As a means of monitoring playtime behaviour any behaviours will be discussed with the class teacher who will record the incident in the mark book if required. If a child has seriously breached the code of conduct, they will be sent in to discuss with by a member of SLT or Head Teacher.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play, the writing of a reflective log and/or alternative provision.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

Dealing with serious misconduct

Serious misconduct, in or out of the classroom will be referred to the Head Teacher.

Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one off breaches or repeated breaches of the school rules may lead to a suspension (fixed term exclusion).

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules may have individual support plans drawn up and may follow different steps of interventions and sanctions, depending on the individual need.

Dealing with malicious allegations

Where a pupil makes a malicious claim against a member of school staff and that allegation is shown to have been deliberately invented/malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

Where a pupil makes a malicious claim of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will contemplate whether to discipline the pupil in accordance with this policy.

In all cases where a malicious allegation is determined to be unsubstantiated, unfounded, false or malicious, the school, in collaboration with the local authority designated officer (LADO), will consider whether the pupil who made the malicious claim is in need of support themselves. If so, a further referral for support may be required.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Physical restraint/reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Exclusion

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time, known as a suspension or permanently. If such action is taken, the head teacher will inform the Chair of Governors

Examples of types of behaviour which may result in exclusion:

- physical assault against an adult
- physical assault against a pupil
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- bullying
- cyber bullying
- possession of illegal drugs
- possession of weapons
- racist abuse
- abuse relating to disability.
- serious breaches of this behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Searching and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. Only the headteacher, and two members of the senior leadership team, have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff, from the ones named above, will seek cooperation from the pupil and both will be present for the search.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes.
- pornographic images
- anything else perceived to pose a threat to pupils at the school.
- fireworks

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).

See Appendix for full policy

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school.
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school.
- behaviour that could adversely affect the reputation of the school.

Exclusion

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time, known as a suspension or permanently. If such action is taken, the head teacher will inform the Chair of Governors

Examples of types of behaviour which may result in exclusion:

- physical assault against an adult
- physical assault against a pupil
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- bullying
- cyber bullying
- possession of illegal drugs
- possession of weapons
- racist abuse
- abuse relating to disability.
- serious breaches of this behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Please refer to Exclusion policy for details

Focus Weeks/ behaviour hotspots.

From time to time, we will have a week when there will be a focus on one particular type of behaviour, e.g., coming into assembly quietly, playing with someone you don't usually play with, leaving the cleanest table, saying please and thank you. This will be positively reinforced by all staff naming and acknowledging children who demonstrate that behaviour.

Monitoring

- The Head Teacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and. If necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. The Head teacher records incidents where a child is sent to her on account of seriously bad behaviour. We keep a record of any incidents that occur at break or lunch time. Lunch time supervisors give details of any incident to the class teacher.
- The Head teacher keeps a record of any pupil who is internally excluded, suspended or permanently excluded.
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.
- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

Staff induction, development and support

New staff will have a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

All staff are provided with regular training on the needs of the pupils at Land of Learning Primary School so behaviour can be managed consistently. The school ensures adequate training is provided for staff on certain special educational needs, disabilities, or mental health needs (which may at times affect a pupil's behaviour). Ongoing collaboration with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams are used to support all staff.

Mobile Phones

Pupils are not allowed to bring mobile phones to school. If a pupil is found to have a mobile phone it will be confiscated, and a parent/carer will be contacted to collect the mobile phone. Pupils are not allowed to wear smart watches which connect to the internet and/or can be used to take photos/videos etc. These will be confiscated and a parent/care informed

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

ANTI-BULLYING POLICY

Definition of Bullying

Bullying is a continuous pattern of behaviour by one person or a group of persons towards another person which is designed to hurt, injure, embarrass, upset or discomfort that person. It is premeditated and persistent. There is an imbalance of power making it hard for those who are being bullied to defend themselves.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Types of bullying

Although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children.

These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- being gifted or talented

- appearance or health conditions
 - home circumstances e.g. young carers or looked-after children
- Bullying is a complex type of behaviour occurring between individuals and groups.

Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
 - Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
 - Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
 - Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
 - Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.
- Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Recognising Signs and Symptoms

Some children are more vulnerable to bullying than others and our staff are sensitive to the changes of behaviour that may indicate that a child is being bullied.

Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what is wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the G.P. and the Child and Adolescent Mental Health Service (CAMHS).

Recognising Why Children Might Bully Others

Children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur.

Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous

- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others · Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Our Aims

Our aim is to involve the whole school community in developing and promoting whole school anti-bullying ethos and culture. We work hard to create and ensure a friendly and secure environment in our school; a climate where children can tell others how they feel.

Children are taught to know that they have the right to respect, to safety and to their own space and that if they feel threatened or 'unsafe' they must tell someone.

We strive to:

make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour

- encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effects on their behaviour and self-esteem
- address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
- ensure all staff are trained and supported to enable them to model positive relationships
- regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

School Action/Procedures

All incidents, which are reported to school staff, will always be dealt with and recorded. Each incident must be handled individually once the problem and the children have been identified. The school uses the 'No Blame Approach' and each adult is committed to recognising and putting an end to acts of bullying or harassment.

- All staff to be informed
- All action to be recorded
- Full investigation including monitoring to be carried out
- Reported to the parents of the children involved if necessary
- Name of the child committing the bullying will not be disclosed except under exceptional circumstances
- A behaviour modification programme will be implemented in extreme cases, if required
- Persistent occurrence will necessitate the involvement of outside agencies

Responding to Incidents of Bullying

The procedure and stages in responding effectively to bullying at our school are:

Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage.

Making sure the person being bullied is safe and feels safe

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately where bullying has occurred.

Deciding upon a response

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. Parents will be consulted.

A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

We believe that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

Sanctions

In certain cases of bullying, the use of sanctions will be considered e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying.

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the children's SEND and the extent to which they understand and are in control of what they are doing.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem.

Like the school's restorative approach, sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school.

Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Responding to incidents of cyberbullying

The school will follow the above procedures alongside the school's Online Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

Responding to incidents of bullying which occur off the school premises.

Bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. We believe that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, on the school bus, the school will follow the guidance in the Behaviour Policy for Positive Behaviour.

We encourage children to seek help and to tell us about incidents of bullying that happen outside the school so that we can:

- Raise awareness among the whole school community of possible risks within the community e.g. gangs/county lines
- Make contact with local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations)
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology.

Working with Parents /Carers

Where we have become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be informed. Parents/carers will be contacted via a phone call/ email and may be invited to the school to discuss their child's situation. We will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation.

We will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. A problem-solving approach will be adopted with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying....' While we firmly believe that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, we understand that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving. We will ensure that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying we will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying.

Our strategies include:

- Providing opportunities for class Circle Time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem-solving way
- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services, Race Equality and Diversity Services.
- Providing opportunities for children who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- Providing supportive and nurturing structures such as a 'Circle of Friends' or 'bubble' groups for identified vulnerable individuals.

Prevention

Our whole school community works together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside responsive strategies for dealing with incidents of bullying, we promote a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level.

Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Implementing a whole school approach to the teaching of PSHE and Citizenship
- Ensuring that the school's anti-bullying statement is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing a school council and regular Circle Time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing confidential communication systems such as Worry Boxes
- Working with children to identify key individuals with whom they can confide
- Providing social skills groups for vulnerable individuals and groups as appropriate
- Providing mixed age house systems to allow children from different age groups to socialise and support each other
- Providing a transition programme to support children moving across year groups and key stages
- Providing information on support agencies such as ChildLine including telephone numbers for help lines and addresses for supportive websites

Delivering the Curriculum for Positive Relationships and Anti Bullying

The PSHE curriculum plays a valuable role in preventative work on bullying. The PSHE curriculum supports the development of children's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

Work on bullying as part of the PSHE curriculum is taught through:

- The lessons for PSHE in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles
- Designated lessons
- Other curriculum areas such as Religious Education and History
- Enrichment activities such as visits from the NSPCC / outside agencies
- Work on British Values which includes focus on tolerance, diversity and respect

Children's Consultation and Participation

We consider listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. Ways in which we audit how bullying is being addressed include, listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the school's Anti-Bullying Policy and practice and engaging in initiatives to support an anti-bullying ethos in school.

Children actively participate in:

- Class and school councils
- Active learning and interactive learning techniques included in PSHE such as mind mapping sessions, role play, puppets, group work and creative arts
- Surveys including questionnaires

Involving Outside Agencies

The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively.

Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, children and parents/carers using a range of methods such as:

- Surveys and questionnaires
- Focus groups and interviews
- Whole school audit tools. The head teacher regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring.

APPENDIX A

EXPECTED BEHAVIOUR - The Behaviour Curriculum

Children who have transitioned into the school, between year groups or new joiners have rules, routines and expected behaviours shared with them.

Working together as a whole class

We would like the children to:

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Respect the classroom environment
- Respect other people's belongings and work

Working together in groups

We would like children to:

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from and authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

Working alone

We would like children to:

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

In the playground

We would like children to:

- Respect the boundaries by playing on the playground, the patio or the field, but not at the front of the school, behind the library or in the environment area
- If the field is wet, play on the playground, decking (if safe) or patio
- Recognise the needs of different groups of children
- Enjoy playing together, but not at the cost of someone else's enjoyment
- Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely
- Establish the rules of a game and ensure that everyone playing knows the rules
- Care for people if they are hurt
- Listen to adults on duty: respond courteously and obediently
- End any game as soon as the bell goes, line up at the designated place, in a quiet orderly manner ready to return to the

classroom

In assembly

We would like children to:

Enter and leave the hall quietly and in an orderly way
Listen to the adults and to others attentively
Respond appropriately with silence, comment, praise, laughter, action or song
Accept different styles of presentation and different expectations

On trips or at competitive events

We would like children to:

Be responsible for one another
Be responsible for their own possessions
Be aware of personal safety and that of others
Be aware of representing the school
Be aware of the needs of members of the general public
Act courteously and speak politely
Walk quietly
Stay together
Accept rules
Encourage and support one another
Respond quickly to instructions

With visitors to the school

We would like children to:

Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
Be welcoming, courteous and helpful to any authorised visitor
If someone is not authorised, attract the attention of a known adult to that fact

At other times

When children are on the school premises, we would like to them to conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:
Be respectful towards all adults
Be considerate towards one another
Take care of the environment
Leave equipment alone unless given specific permission to use it

Appendix B **Emotional Containment phrases...**

The Prophet (PBUH) says "Every one of you is a Protector and Guardian for those who are placed under your care". (Bukhari and Muslim).

(Coded messages: I am trying to understand you, I'm interested in you, I can hold your emotions, I'm invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)



It's fine...

e.g. it's fine, you don't need to get upset, we can just go to Mrs Jenkins and tell her that you have forgotten your PE kit.

It's not a problem...

e.g. It's not a problem we can come back to that work and complete it during finishing off time.

It's ok...

e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it Mr piper will know and he will understand.

You're letting me know that...

e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.

You're telling me that...

e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.

It seems that...

e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be...)

You want me to know that...

e.g. You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the lego (Low stress level activity chosen using the first and then approach to their learning).

It feels like/as if...

e.g. It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?

...Let's sort it out/ do it together...

e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together

...We can fix this...

e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.

You can do this I believe you can/in you

e.g. you can do this, all you need to do is walk straight to Mrs May to pick up the work, and we will come straight back out to your work station.

I can understand that...has upset you/made you feel...because you thought/felt

e.g. I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So can you find the words to tell him or do you want to do it together?

...I need to keep you safe

e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.

I understand you need some space. When you're ready...

e.g. I understand that you need some space. When you're ready I'll be over by the printer.

When you're ready we can talk about it, I'll be...

e.g. when you're ready we can talk about it, I'll be by Mrs Smith's table sorting out the books.

Let's think of a way you can let me know next time?

e.g. *Let's think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?*

... we just need to keep you safe.

e.g. *You can be angry, we just need to keep you safe.*

...It's ok you're safe.

Appendix C

De-escalation Script

An emotionally aroused child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to:

Acknowledge

Empathise

Reassure

Direct

The following script can be used:

A: I can see and hear that you are feeling upset right now.

(Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.)

E: I would be upset too, if.....

(State what has happened to upset the child)

R: It's OK to feel upset.

D: When you are ready to.....

(State what it is they need to do)

I will know when you are ready because.....

You may also go on to say:

I need you to be safe/ behave in a safe way.

I am going to do..... now, but I will check to see if you are ready.

REMEMBER!

Say as little as possible!

BACK OFF -If possible!

**Appendix D
Toolbox 1**

Strategy	Explanation	Coded Messages (<i>This is what the adult is providing or supporting the child to develop</i>)
General praise	Praise appropriate behaviour often –this will reinforce it	Coded message(s): <i>Positive identity, self-esteem, resiliency building, confidence, motivation</i>
Proximity Praise	Praise child /children nearby who are displaying the appropriate behaviour. When the identified child complies, they should then be praised. Using a full praise statement will help the target child to understand what you would like to see. It can be a beneficial strategy to use alongside tactically ignoring if safe to use.	Coded message(s): <i>Indirect boundary setting, providing expectations, reminders, motivation, self-esteem</i>
Tactical ignore	Ignore where possible very low level primary and secondary behaviour. I.e. pencil tapping, muttering under breath. If the behaviour becomes unsafe to pupil or to others you must intervene.	Coded message(s): <i>Boundary setting, limiting attention around communicating behaviours you want to reduce</i>
Non-Verbal signal	Open, positive body language. The look, Thumbs up, Smile.	Coded message(s): <i>Reminders, non-verbal direct praise, belonging, motivation, valued, confidence, resilience</i>
Rule/expectation reminder	What's our rule about..... (Kind hands, moving around the classroom)	Coded message(s): <i>Reminders, boundaries</i>
Direct Praise	Target praise i.e. Tom you are sharing really well –give attention for appropriate behaviour as frequently as possible.	Coded message(s): <i>Self-esteem, developing confidence, emotional literacy and social skills development, raising pupil profile, motivation, role model</i>
Positive expectation reminder	Reminders of expectations rather than drawing attention to inappropriate behaviour i.e. remember to put hand up and wait to be asked before answering question.	Coded message(s): <i>Reminders, solution focused, clear expectations, boundaries</i>
Simple verbal direction	Give assertive direction using few words and a low slow tone i.e. 'sit down thanks' or 'books away,' assume compliance and allow take up time, tactically ignoring secondary behaviour and remaining focussed on what needs to be done.	Coded message(s): <i>Boundaries, consistent expectations, reminders</i>

Simple Question	Where should you be? What should you be doing?	Coded message(s): Reminders, boundaries,
Distraction	Divert Childs attention to something of interest to the pupil and away from inappropriate behaviour i.e. 'we need to get this finished, so that we can be on time for playtime, let's see how quickly we can do it'	Coded message(s): Distraction, boundaries, self-regulation support,
Warning and choice 2nd Warning and choice	State expectation clearly and consequence for non-compliance e.g. 'Jenna, back to the classroom now or any lesson time you miss will have to be made up in your own time tomorrow' Face saving/take up time must be given and the adult to move away as above	Coded message(s): Boundaries, consistent expectations, reminders, legitimate control, face saving time, giving the child a way back, structure
Logical consequences	If the pupil does not comply then the logical consequence should be applied (see above). Thinking time can also be used – to encourage child to develop the skill to identify a positive action to take next time.	Coded message(s): Boundaries, clear expectations, natural consequence
Voice Level Volume Monitoring	Adults to be mindful of voice level (whole class, teacher, and individual voices). Adults can use resources such as class volume visuals, different setting voices e.g. indoor/outdoor voice and reinforce and recognise positive behaviours.	Coded message(s): Praise, confidence building, consistent expectations, consistent boundary settings, feeling valued, developing a sense of belonging.

Toolbox 2
(For Pupils with Additional SEMH)

Strategy	Explanation	Coded Messages
Pupil Perception	Pupil perception can be a useful tool to gather the thoughts and feelings behind possible behaviours being exhibited by the child/children. Adults need to begin from the child's perception and support them to change these perceptions in a positive way.	Coded message(s): Being heard, being listened to, developing understanding, emotional containment, to feel valued.
Keeping in Mind	Use this strategy to fulfil the child's need to belong and foster a feeling of importance. During conversations adults use phrases such as I saw...and it made me think of you, I was thinking about you when..., I will be looking forward to hearing all about... when... etc.	Coded message(s): Belonging, to feel valued, relationship building

Movement Breaks	For children who have difficulty with maintaining concentration or who find it difficult to sit still for any length of time benefit from legitimate movement breaks e.g. doing a job for an adult.	Coded message(s): <i>Self-regulation, low stress opportunity, containment</i>
Chunked Activities	Use chunked activities to provide children to feel a sense of frequent successes within lessons and provide shorter tasks which may be less daunting for the child to attempt.	Coded message(s): <i>Develop self-esteem, resilience, confidence to attempt academic risks, resilience building</i>
Positive Gossip	Adults to praise the child indirectly to another adult in ear shot of the child. This is particularly useful for children who find direct praise difficult to manage and should be task/behaviour specific. E.g. Mrs/Mr... I was so pleased to see that...was having a go at answering some questions on the carpet today etc.	Coded message(s): <i>Develop self-esteem, develop confidence, building positive relationships</i>
Assumed Compliance	Use statements ending in thanks to show your expectations and how you assume the direction you have just given will be followed. e.g. you need to put the pencil away in the pot now thanks, classroom voice thanks etc. Once the statement is given adults should move their body language away from the child to give them time to carry out the instruction. Repeat the statement in a low slow tone with fewer words if needed.	Coded message(s): <i>Boundaries, consistent messages, direction, reminders</i>
Partial Agreement	Use statements such as that may be so but I need you to... or you may feel like that but right now you need to...	Coded message(s): <i>Listening, understanding child's perceptions, feel valued, emotional containment & containing boundaries</i>
Let's Do It Together	To begin tasks with the child to ensure the child understand what is expected of them to complete the task and foster a feeling of initial success to give them the confidence to challenge themselves.	Coded message(s): <i>Listening, understanding child's perceptions, feeling valued, safety, emotional containment & developing confidence to attempt academic risks, resilience building</i>
Reflection	To provide children with reflection time that will turn a situation into a positive learning opportunity for that child. This could be for instance using a restorative reflection sheet which explores the thoughts and feelings around a situation, the outcome is explored in a non-judgemental way, conflict resolution being discussed and agreed, and then problem solving ways of managing such situations in the future.	Coded message(s): <i>Listening, understanding child's perceptions, feeling valued, moving on from a situation, restorative approach, self-reflection, emotional containment & containing</i>

		<i>boundaries, non-judgemental, forgiveness, Resilience building</i>
Repair the Harm Done	Children should be given the opportunity to put right the harm they have done. e.g. putting equipment back, make a card, go and get a resource the child likes etc to develop meaning and empathy.	Coded message(s): Restorative approach, repairing, resolution to a problem, non-judgemental approach, forgiveness, resilience building
Knowing What's coming	To prepare children for what is coming next and any changes where possible, to give them that predictability and safety of knowing what to expect. Where possible make this visual and age appropriate.	Coded message(s): <i>Predictability, safety, relationship building, development of trust, emotional containment, independence building</i>
Pre-teaching	Opportunities to provide pupils with key words and vocabulary explanations prior to a session, or reminders/introductions of taught/new methods being used in a session; can foster a child's confidence and promote engagement in sessions.	Coded message(s): <i>Resilience, confidence to take academic risks, self-esteem, self-worth, lowering anxiety, preparing, reminders of previous concepts,</i>
Differentiation	This does not only mean differentiated work and resources provided within the lesson, but thought to the provision of behaviour strategies used to promote and enable positive behaviour for learning to take place.	Coded message(s): <i>Resilience, confidence, self-esteem, self-worth, lowering anxiety, preparing, emotional containment, independence building,</i>
Safe Place	Adults to negotiate with a child (particularly those who leave the classroom or move to inappropriate areas within the environment), a safe place that they can go to for time to self-regulate when they're in an emotionally heightened state. A visual aid can support them to do this if they find it difficult to verbalise. Adults will need to teach, model and rehearse this with the child when calm and try and help the child locate any warning signs they may get within themselves which can be an indication for them to go to that safe place.	Coded message(s): <i>Emotional Containment, self-regulation, confidence, self-esteem, safety, resilience, keeping in mind, belonging, positive relationship building, trust, independence building</i>
Safe Person	A safe person can be identified with the child. The role of the adult is to be non-judgemental but talk through situations and use this time as a reflective learning opportunity. The use of partial agreement during these discussions is important to show some empathy e.g. I can see that you feel upset/angry, I would feel upset/angry if... and then discuss the situation through a solution focus approach; providing them with strategies to manage a situation if it arise again.	Coded message(s): <i>Emotional Containment, self-regulation, confidence, self-esteem, safety, resilience, keeping in mind, belonging, positive relationship building, trust</i>

Slow Tone	Slowing down your speech and using fewer words helps the child to hear the direct rather than information that may overload them. E.g. tuck your chair in because we don't want people to fall over it and hurt themselves. They might just hear fall over it and hurt themselves. We want them to hear the instructions and therefore by using fewer words such as, tuck, chair, in enables them to process just the direction rather than the consequence.	Coded message(s): <i>Emotional Containment, predictability, confidence, resilience, self-esteem, safety, positive relationship building, trust</i>
First and Then Approach	This is a strategy which can support children to access their learning if they are reluctant or finding it difficult to do so. The 'first' aspect involves a differentiated appropriately chunked learning activity. The initial part of the task should be well within the child's capability to gain initial success and appropriate elements of challenge built in. The 'then' activity is a low stress level activity which enables the child to have regular opportunities to self-regulate so that they can manage the expectations placed upon them throughout the school day. It would be beneficial for the child's 'then' activity to be based on their likes, as the tasks will then be more motivating for them. Staff should give them a choice of two tasks the adult is happy with, which will provide the child with opportunities for small elements of legitimate control. It is also important that staff put a time boundary around the 'then' aspect, and provides children with time warnings of endings e.g. 5mins, 2mins, 1min etc. This also provides staff with regular opportunities throughout the day to provide explicit opportunities for children to develop the social and emotional skills they have not yet mastered e.g. turn taking, following someone else's instructions, developing their interpersonal thinking skills etc.	Coded message(s): <i>Predictability, structure, self-regulation, motivation, confidence, self-esteem, fostering independence skills, lower anxiety, emotional containment, legitimate control, distraction,</i>
'Catch Me Strategy' Using Task, Behaviour and Effort Specific Praise	Adults should provide children with frequent task, behaviour and effort specific praise e.g. 'you have remembered to add full stops into your sentence', 'I noticed that you sat at your table waiting for the teacher to speak to the class well done' or 'you have worked very hard keeping within the lines while you colour in the ship'. It is important that staff notice the appropriate behaviours that the children are exhibiting regularly so that they are gaining praise for appropriate behaviours and are more likely to exhibit the desired behaviour staff would like to see.	Coded message(s): <i>Self-esteem, self-confidence, motivator, development of relationships, social skills development, sense of belonging</i>
Meet and Greet	A member of staff to meet with the child, at the beginning of the day and after lunch. This is a useful strategy to prepare the child for the day/morning/afternoon e.g. Adults can go through the child's visual timetable, set up the first and then activity, provide talk time,	Coded message(s): <i>Sense of belonging, predictability, self-regulation, reflection, structure, relationship building, resilience</i>

	reminders of behaviour you want to see and encouragement for the day/morning/afternoon ahead.	
Role of Responsibility	This strategy is a way of making the child feel, that they belong and that it is important that they are there. This is also a low stress level activity which can help self-regulate their emotions from the daily demands placed in them through the day.	Coded message(s): <i>Sense of belonging, self-esteem, self-confidence, resilience, independence, motivator, self-regulation, legitimate control opportunities</i>
Restorative Repair	For staff to provide the pupil when calm support to put things right after an incident or a situation has arisen. This should be done in a non-blame and non-judgemental approach. This should include a logical consequence (time limited) and a learning opportunity.	Coded message(s): <i>Restorative approach, developing social skills, forgiveness, non-judgemental, structure, boundaries, resilience</i>
Restorative discussion learning experience	For adults to provide the pupil when calm with reflection time and discuss a situation that has occurred and an opportunity to problem solve and think of alternative ways of responding in an assertive manner. Adults should then role play and practice this as he will then be more likely to use it independently.	Coded message(s): <i>Restorative approach, developing social skills, forgiveness, non-judgemental, structure, boundaries, resilience</i>
Assertive Responses	For the pupil to be taught a range of scripts e.g. 'The Magic Script' which help the child to respond assertively towards others in situations, in a more confident, appropriate and socially acceptable way.	Coded message(s): <i>Independence, resilience, assertiveness,</i>
Achievement/Brag /Celebrations/ Brilliant Book-Choice	Positive work, photos and visual rewards to be incorporated with the catch me strategy in a 'Brag Book/Celebration Book'. This will help the child recognise the positive parts of themselves even at times when he is finding things more challenging emotionally at times. This will separate the difficulties they are experiencing from his self-identity.	Coded message(s): <i>Self-esteem, self-worth, confidence, sense of belonging, developing relationships, social skills building,</i>
Child Led Play	For adults to engage in child led play with a pupil during the low stress level activities. The adult could also commentate on what the child is doing as well as copy them. By doing this the child will feel attended to and this overtime will be a way of supporting the child develop a positive attachment with the adult.	Coded message(s): <i>Developing positive relationships, emotional containment, confidence, self-esteem, self-worth, social skills development, self-regulation</i>
Talk Time	For adults to continue to provide talk time during the pupil's day. This could be incorporated into his low stress level activity 'then' choices. This enables the child to develop their confidence and self-esteem and some mastery over certain concepts and interests they have. This will make them feel important and offer them an opportunity to again, feel attended too, important and aid developing positive attachments with adults.	Coded message(s): <i>Self-regulation, belonging, offloading, self-esteem, confidence, verbalising thoughts and feelings, resilience, positive relationships</i>

Self-directed Challenge setting	For the pupil to have the opportunities to find small and manageable challenges they can set for themselves. Adults should encourage achievable tasks so that the child can gain initial success. This will, overtime, make the idea of taking small academic risks less threatening and daunting for him.	Coded message(s): Confidence, self-esteem, independence, self-worth, resilience, growth mindset
Revisiting work through a graduated process	For adults to provide a graduated process in encouraging the child to revisit work, comment on it and self-assess. For instance initially, staff could get the child to highlight three full stops in their writing, two adjectives, three addition sentences etc. These should be well within the child's capability to get them used to the idea of revisiting their work. Self-assessment could begin with identify one aspect they like. This over time could be extended to two or three things they like and one thing they could do to improve it.	Coded message(s): Confidence, self-esteem, independence, self-worth, resilience, growth mindset, success
Modelling mistakes	For staff to model making mistakes regularly, as this is a way of modelling to the child that it is ok to make mistakes. A discussion around what they have learnt from their mistake is also very important for a child to experience.	Coded message(s): Resilience, confidence, growth mindset, emotional containment, self-regulation
Group work roles	For a pupil to be supported to engage in small activities with a peer/small group. Roles should be provided so that the child and the other children are aware of the role that they will be taking each time (and roles will need to differ).	Coded message(s): Social communication skills, resilience, confidence, self-esteem, belonging, independence
Best Bits of the day	At the end of the day staff to reflect on the day with the child, and recognise the best bits about every day. This includes adults modelling examples that they have recognised throughout the day also. These should be task, effort and behaviour specific.	Coded message(s): Confidence, self-esteem, self-worth, developing positive relationship, growth mindset, self-worth, resilience, relationship building, feeling listened to, managing change
Visual Timetable	This should be visual and age appropriate. This is so that the child can be clear around the structure of their day, know what's coming next, and gain frequent successes of working their way through the timetable each day. It is also a tool they can refer to whenever needed to provide a sense of security.	Coded message(s): Predictability, emotional containment, structure, trust, resilience, confidence, independence, boundaries, fostering a feeling of safety, clear and consistent expectations, support to manage change, Reminders
Prepare for Changes	Adults whenever possible, to provide the child with warnings for change. A surprise card could be added visually to his timetable to acknowledge and teach that there are surprises that can occur and these should be positive experiences as well as unforeseen changes that may promote anxiety when unprepared.	Coded message(s): Predictability, emotional containment, structure, trust, resilience, confidence, relationship building

Routines to be taught, modelled, rehearsed and consolidated	This is a way of providing regular opportunities for the child to practice these skills explicitly in a safe place provided to do so.	Coded message(s): Predictability, confidence, social skills, self-esteem, resilience, structure, predictability,
Time warnings before the end/change of tasks	Staff to provide the child with time warnings and incorporate a visual representation also where possible e.g. timer clock etc.	Coded message(s): Predictability, boundaries, reminders, preparation, resilience building, trust, consistent expectations, structure,
Individual Timetable	This is an individualised programme that incorporates learning opportunities which meet both the child's academic and social and emotional needs. Additional interventions which would support staff to proactively teach the child, the social and emotional skills they require further explicit opportunities to develop and master.	Coded message(s): Predictability, boundaries, reminders, preparation, resilience building, trust, consistent expectations, structure, confidence,
Consistent adult responses	For staff to develop, use and regularly review a plan which provides a consistent approach. These plans incorporate and consist of a range of assertive responses and adult scripts. This plan will provide both consistent proactive strategies and planned reactive responses.	Coded message(s): Boundaries, consistent expectations, developing relationships, confidence, emotional containment, predictability, self-esteem, self-awareness,
Choices of consequences	This is providing the child with two choices the adults are happy with whilst providing the child with guidance and a small legitimate opportunity to maintain some control over the situation e.g. This needs to be done, it can either be done now or in your own time (specify this specific time with the child e.g. break time).	Coded message(s): Legitimate control, expectations, boundaries, structure, resilience, trust,
Legitimate Control	Staff to provide the pupil, with regular opportunities of legitimate control through providing them with two choices e.g. Are you going to have the blue or black pen, safe place or reception sofa, you can do it now or in your own time?	Coded message(s): Legitimate control, structure, boundaries, expectations, confidence, academic risk
Raise Profile in Class	Staff to raise the pupil's profile in class and around school, by providing positive experiences amongst a range of peers in class e.g. being given classroom monitoring jobs and roles of responsibility etc.	Coded message(s): Social communication skills, resilience, self-esteem, sense of belonging, confidence, self-worth, motivation, low stress level

		activity, self-regulation, distraction
Journey Planner	Staff to work with the pupil to create a journey planner. This is a way of achieving a desired outcome e.g. returning back to the playground for break times and lunch times. This should be a visual step by step approach, where expectations and successes are recorded with the child each day, in order to help the child achieve and be successful, as well as supported when things may go wrong.	Coded message(s): Structure, predictability, growth mindset, confidence building, success, self-esteem, resilience, self-worth
Scaling	Some Pupil's benefit from scaling so they begin to identify their feelings. It also supports them to practice self-regulation techniques. In addition, it enables adults to identify patterns, triggers and situations the pupil may find particularly difficult; and need further support with. Visual tool will also be helpful e.g. scaling	Coded message(s): Self-regulation, emotional literacy, emotional containment, confidence, resilience, valued, self-esteem, being listened to, feeling understood.
Acknowledge feelings and provide take up time	I can see that you're feeling really upset/angry/excited, when you're ready I'll be...(name a place and then adult to look busy). This will help the pupil have time to self-regulate in their own time, save face, and provide him with a way back.	Coded message(s): Emotional containment, emotional literacy, self-regulation, saving face, trust, relationship development, resilience.
Task Chunker	Expectation lists of the task should be used, so that the child can tick off each step achieved as they work through the task. This will provide the child frequent success and reminders when needed.	Coded message(s): Visual support, confidence, self-esteem, predictability and reminders and clear expectations, self-worth
Equipment Checklist	This should be age appropriate and visually represented (words and pictures to support if required). This can be helpful in supporting the child to develop independence skills.	Coded message(s): Developing independence, Structure, predictability, self-esteem and confidence building
Low and Slow	When children become emotionally heightened, it is beneficial for the adult to respond in a lower and slower voice. This helps the child to feel emotionally contained and use the adult to support self-regulation.	Coded message(s): Self-regulation, emotional containment, boundaries being maintained, Predictability, Conflict resolution skills
Touch and Talk	When children don't appear to respond it may be because they are preoccupied. Adults should avoid raising their voice to gain the child's attention as this may trigger an escalation in behaviour, make the child move to a defensive position and embarrass them publicly. It can be helpful for the adult to provide a gentle touch to	Coded message(s): Feeling respected, emotional containment, boundaries being maintained, Predictability, nurture, respect, relationship building

	the shoulder to gain the child's attention before talking to them.	
Interpersonal Thinking Skills Development	This is an intervention which helps children reduce their impulsivity and strengthens the thinking process to manage a range of situations over time. The child may benefit from having the opportunity to practice and develop effective social thinking skills. The child begins to 'Stop, Think, Choose and Do'.	Coded message(s): Self-regulation, Emotional containment, choice, developing confidence, growth mind-set, social skills development, Emotional Literacy development, Resilience, Self-reflection, Self-control, structure to the thinking process, self-esteem
Self-regulation Development	The child should be provided with opportunities to develop their Emotional literacy skills. This includes the ability to develop their recognition of different emotions they experience, and the ways to manage them using a range of strategies. Such resources to support the child could include self-regulation cards, relaxation, calm box/corner and mindfulness. Adults will need to support the child initially with this.	Coded message(s): Self-regulation, Emotional containment, confidence, structure, feel valued, feel understood, develop assertive responses, restorative approach, Emotional literacy development, develop a sense of belonging, developing independence
Sensory Support	Some children can have underlying sensory needs. Sensory checklists, sensory boxes, sensory breaks, and sensory resources can be several ways in which adults can support a child's identified sensory need(s).	Coded message(s): Self-regulation, understanding child, identified possible additional SEN or medical needs.
Reward Systems	Providing the child with a reward to work towards can provide them with the motivation they may need to attempt academic risks. Steps to success using stickers/points can provide a visual representation and frequent success can be acknowledge. Once a child has gained a step of success, this should not be taken away as a consequence.	Coded message(s): Confidence building, self-worth development, sense of belonging, resilience building, structure and boundaries, self-regulation, legitimate control, manage changes, predictability
Video Strips/Comic Strip	A visual tool to help children discuss an event and reflect on it with an adult who is non-judgemental and a non-blame approach is adopted.	Coded message(s): Attuning and understanding the child, feeling valued, develop sense of belonging, emotional containment, fostering a feeling of safety, growth mindset, interpersonal thinking skills development, social skills development, self-

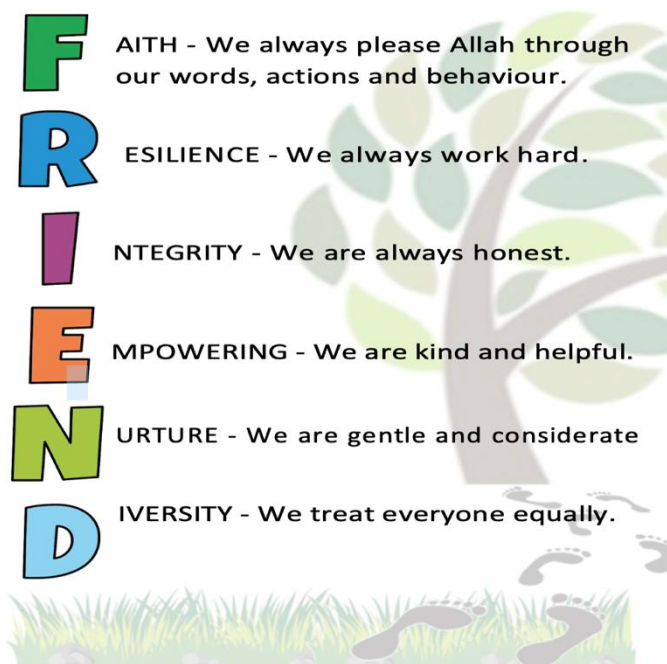
		regulation, feeling listened to
Buddy System/Positive Peer Support	Using positive role models to support children in school as children can become isolated with an adult. This helps to develop the child's social skills, interpersonal thinking skills and independence skills.	Coded message(s): <i>Developing independence, interpersonal thinking skills, social skills, confidence, self-esteem, motivation, self-regulation, emotional containment, self-worth, sense of belonging</i>
Assertiveness Building	Assertive scripts e.g. may need to be differentiated depending on the child(ren).	Coded message(s): <i>Acknowledge feelings, self-regulation, social skills development, interpersonal thinking skills, resilience building, self-esteem building, confidence building</i>

Appendix E

GOLDEN

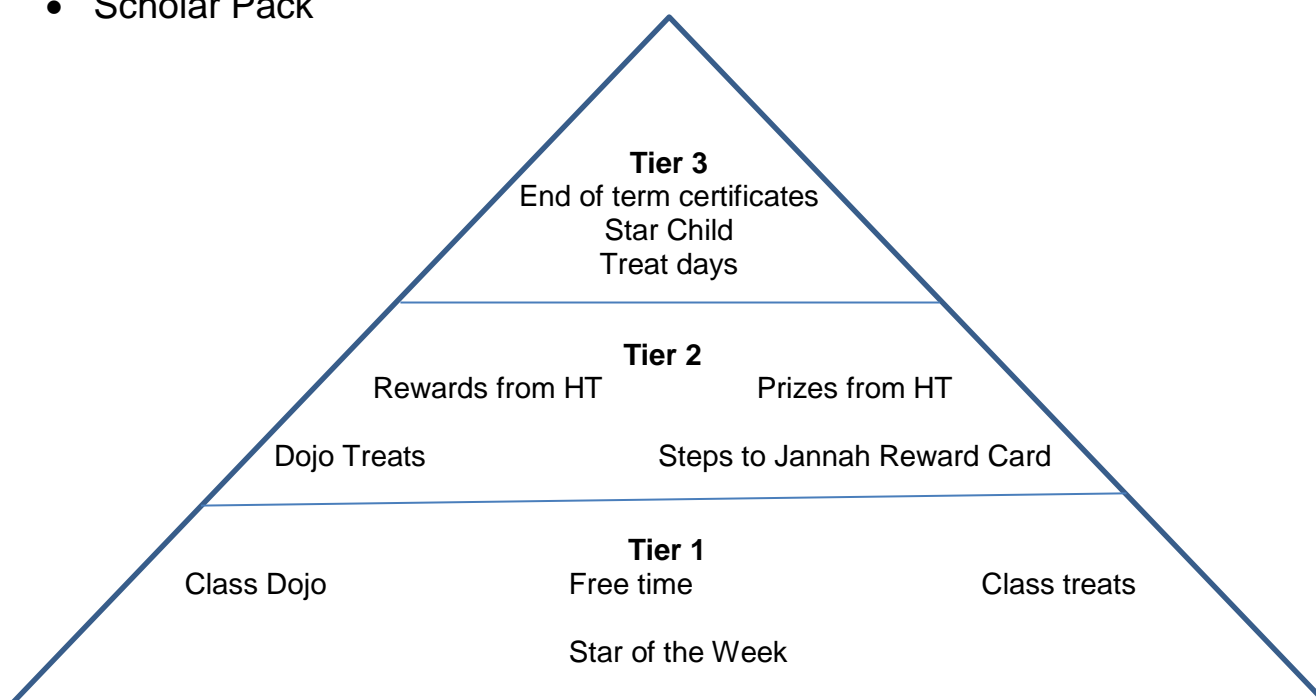
Our FRIEND Golden Rules

CORE RULES



Appendix F: Behaviour systems at school

- Class Dojo
- Scholar Pack



Appendix G: Dojo scoring

Tier 1 Behaviour 2 points	
Core Values: FRIEND	Remote Learning
Excellent English	Friends of the environment
Marvellous Maths	Star of the week 5 points – (with a school focus of the week)
Super Science	Happy Homework
Wonderful Work (other subjects)	Participating
Awesome Arabic	On Task
Brilliant RE	PE
Class Rules	

Tier 1 Sanctions -1 points
Disruptive behaviour
Incomplete homework

Not equipped
Off task
Not following school core values

Dojo scoring and prizes


Dojo	Certificate and prize	Positive referral on SP
50 points	Bronze	5
100 points	Silver	10
200 points	Gold	15

Sanctions

Class Dojo	Scholar Pack	Minus Value
-50 in a term	Incident	-5
Yellow	Incident	-5
Red	Incident/Isolation/exclusion	-10

Appendix H: Tier 2 Steps to Jannah Reward Card

Student Name: Date:



Steps to Jannah

I had a great day because...

☐

F AITH - I pleased Allah through my words, actions and behaviour.

☐

R ESILIENCE - I worked hard.

☐

I NTEGRITY – I was honest.

☐

E MPOWERING – I was kind and helpful.

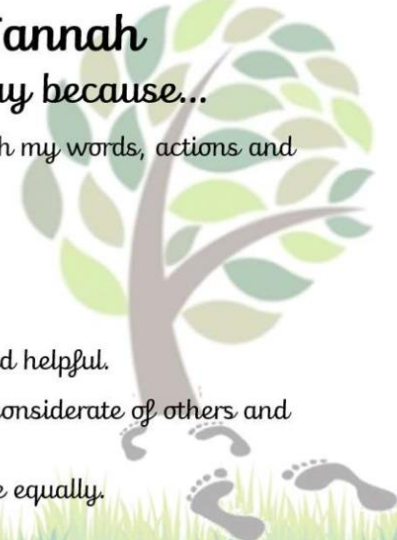
☐

N URTURE – I was gentle and considerate of others and my surroundings.

☐

D IVERSITY – I treated everyone equally.

Teacher signature:



Appendix I: RAG Rating of Behaviour

Logging Behaviour and Achievements

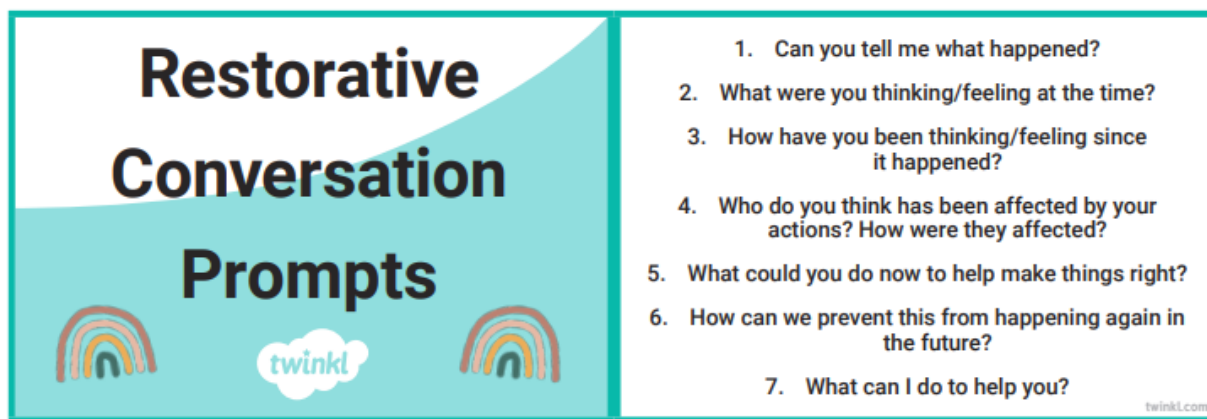
Recording data on Scholarpack allows us to identify and track behavioural issues.

Remember these categories of Behaviour Code: Amber: Warning. Red: Danger Zone

RAG rating of Behaviour

Criteria	Green	Amber	Red	Extreme
Unacceptable Behaviour	<ul style="list-style-type: none"> Poor home work Distracting others Being distracted Unkind behaviour Not following instruction Not following class rules Not following core values 	<ul style="list-style-type: none"> Insolence Repeated disruption Defiance (purposefully choosing to ignore previous warnings) Hurting someone (verbally, physically or emotionally) Being disrespectful 	<ul style="list-style-type: none"> Repeated hurtful behaviour (verbally, physically or emotionally) Disrespectful to any adult / staff <p>Swearing</p> <p>Racism Bullying Damaging property Stealing</p>	<ul style="list-style-type: none"> Being Aggressive <p>Refusal to cooperate with member of staff</p> <p>Repeatedly Bullying</p> <p>Repeatedly Swearing</p> <p>Disrespectful to any adult / staff</p>
Sanctions	<ul style="list-style-type: none"> Verbal reprimand (warning) Reflection time Reminder of rules Deduction of 5-10 mins free time 	<ul style="list-style-type: none"> Partial lunchtime Detention Partial Isolation Pastoral time Parents informally told <p>If the child has been on Amber 3 times in a week then Stop & Think sheet completed by child and signed by parents</p>	<ul style="list-style-type: none"> Lunch time detention <p>School club detention</p> <p>Isolation time</p> <p>Pastoral time</p> <p>Write a formal apology letter and written reflection of the misbehaviour signed by parents</p> <p>Excluded from school trips</p> <p>Excluded from residential trip</p> <p>Formal meeting with the Head teacher</p> <p>Parents called by Head teacher for a formal meeting</p>	<ul style="list-style-type: none"> Formal meeting with the Head teacher and Parents can lead to expel child from school.

Appendix J: Restorative Practice



Appendix K: Weekly Time Guide

- Star of the week

If a child has reached inform Ms Seedat:

- Bronze certificates 50 dojo points reached
- Silver certificate 100 dojo points reached
- Gold certificate 200 dojo points reached

End of term:

Certificates:

- For Achievement: 20 points on scholar pack
- For Effort: 20 points on scholar pack

Appendix K: Screening, Searching Pupils and Confiscation Policy

This policy has been drawn up in accordance with:

- DfE Guidance Screening, Searching and Confiscation (July 2022)
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- DfE Behaviour and Discipline in Schools (Jan, 2016)
- DfE Guidance on Exclusion from Maintained Schools, Academies and Pupil Referral Units.

This is the approved policy of Land of Learning Nursery and Primary School.

All stakeholders will recognise that there is a broad range of items which if, brought into a school setting or, in the possession of a young person, could compromise the health and safety of the individual pupil, other members of the school community, including students, staff or visitors to the school. The Governing Body of Land of Learning Nursery and Primary School has a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

PROHIBITED ITEMS (DfE Screening Searching Confiscation Advice - Key points)

The 2018 DfE Screening Searching and Confiscation Advice is the foundation for this policy, and it identifies prohibited items as:

• Knives or weapons	• Any article that the member of staff reasonable suspects has been, or is likely to be, used
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• alcohol	• to commit an offence, or
• illegal drugs	• to cause personal injury to, or damage to the property or, any person (including the pupil).
• stolen items	• pornographic images
• tobacco and cigarette papers	• fireworks

Head teachers and staff, they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds that the pupil may have a prohibited item listed above or any other item that the school rules identify as an item which may be searched for.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

For the purpose of this policy - The definition of 'Knife' in this document includes any bladed article including - craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives etc. or any bladed item.

The term 'weapon' refers to any gun, including air rifles, BB gun, toy guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item made for the purpose of assault or defence. The above is not an exhaustive list and could include other bladed items or weapons not specified above.

The policy is not constrained by the criminal definition of an offensive weapon but refers to any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

UNAUTHORISED ITEMS

In addition to the prohibited items identified above and detailed in the DfE Screening, Searching and Confiscation Advice, there are a number of other items which could cause harm, distress or injury to pupils or persons. Or

'Adversely affect good order and discipline of the school community' (DfE Behaviour and Discipline in Schools (Jan 16)).

Land of Learning Nursery and Primary School's Governing Body considers that the following items are inappropriate and should not be brought into school: -

• Chains	• Aerosol (including deodorant and hair spray)
• Catapults	• E cigarettes
• Lighters, matches	• Stink bombs
• Tools (scissors, screwdriver, hammer, nails, etc.)	• Solvents
• Pepper sprays and gas canisters	• Chewing gum
• Super Glue	• Energy Drinks
• Any item fashioned to cause injury i.e., a sharpened stick, shard of glass	• Needles (Syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school's own drugs/medical policy)
• Laser pens	• Rope, cable ties
• Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc.)	• Mobile Devices (except by special arrangement and they must be left in the office)
• Offensive material – pornographic,	• Electronic gaming devices including

racist, homophobic, extremist material (in any medium)	iPad etc.
<ul style="list-style-type: none"> Smart watches 	

This is not an exhaustive list and the headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress, or injury to another.

INCIDENTS OUTSIDE OF SCHOOL

Land of Learning Nursery and Primary School's Governing Body consider that the above items are inappropriate and possession of such items in school, on the journey to and from school, on a school trip or any extra curriculum activity - on or off the school premises - is unacceptable. The response to any pupil found with or believed to have possession of such items will be managed in accordance with this policy.

CONSEQUENCES

Land of Learning Nursery and Primary School understand that students can make poor choices and that these choices may from time to time breach the standards of expected behaviour at our school, or a pupil may foolishly or unwittingly bring into school an inappropriate or prohibited item.

When considering the consequences of such an event, the headteacher or designated member of staff will thoroughly investigate the circumstances and if necessary, the headteacher will exclude the pupil for a fixed term period whilst this process is underway.

When reviewing the appropriate response, the headteacher will have regard to any likely consequences following from any breach including, safeguarding the student involved, impact on students, members of staff and the wider school community. In their deliberations the head teacher will review:

- Motivation and intention
- The specific item
- Students' awareness of the health and safety implications of the item in their possession
- The student's own statement
- Any threats or intimidation made referring to or using the item
- Any mitigating circumstance e.g. victim of bullying frequency / repeated breaches / manipulation / duress of the student by others
- Vulnerability of the pupil
- Any SEND the pupil may experience

RESPONDING TO AN INCIDENT INVOLVING PROHIBITED OR UNAUTHORISED ITEMS

All screening, searching or confiscation will be carried out by designated staff representative of Land of Learning Nursery and Primary School and in accordance with the DfE Screening Searching and Confiscations advice 2022. The item will be confiscated and locked securely in the school office.

A photograph/photocopy of the confiscated item including a scale to illustrate the size will be taken. Pupil will be removed to isolation and given the opportunity to make a statement concerning their reasons for having this item in school.

Parents will be contacted by telephone.

If necessary, a fixed term exclusion will be considered to give opportunity for the incident to be investigated by the headteacher or a senior member of the school team including taking witness statements from other pupils and staff members.

The headteacher will consider whether appropriate to inform the Police - for all incidents which involve the possession of a weapon the police will be informed.

In the event that the item has been used to intimidate, threaten or harm others, the police will be informed.

SAFEGUARDING RESPONSE TO INCIDENT INVOLVING PROHIBITED OR UNAUTHORISED ITEMS.

The headteacher will always consider their safeguarding responsibilities arising from the discovery of a prohibited or unauthorised item and will make referrals as appropriate.

If the item confiscated constitutes a safeguarding concern, e.g., possession of pornographic material this must be reported in accordance with the school's own safeguarding arrangements.

If the item confiscated constitutes racist or extremist material, schools will make a referral / reporting to appropriate agencies and establish internal interventions and support to address these concerns.

If the item confiscated was held for the purpose of self-harm, the school will make referrals to appropriate support agencies and consider making a safeguarding referral.

If the item confiscated was for the purpose of bravado or perceived self-protection, school will make referrals to appropriate support agencies and establish internal school interventions and support.

Land of Learning Nursery and Primary School will always consider a multiagency approach to addressing wider needs including liaising with the Family Support Worker and completing an Early Help Assessment with the family.

Land of Learning Nursery and Primary School will, where appropriate, make referrals to appropriate external support agencies.

CONSEQUENCES AND SUPPORT

Following investigation, the headteacher will consider an appropriate response which could include one or a combination of:

Letter home

Family/school meeting

School based sanctions

A period of internal isolation

Amended timetable

Restrictions on movement around school site

Detentions

Loss of privileges

Suspension

Changing classes or teaching groups

Restorative conversation

Formal restorative conference

Pastoral Support Plan

Behaviour contract

Referral to external support
Managed Move
Risk Assessment

PERMANENT EXCLUSION

Before any decision to permanently exclude a student the headteacher will:
Thoroughly investigate the incident and take witness statements etc.
Refer to the school behaviour policy and other policies as necessary
Enable the student to make their own statement regarding the incident.

Complete a risk assessment to ascertain the impact of the pupil remaining in the school

For students with an Educational Health Care Plan/Statement of SEND or for LAC students the Headteacher will also contact the relevant team at the Local Authority.

Any prohibited items found in pupils' possession will be confiscated.

Land of Learning Nursery and Primary School will also confiscate any item which is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Headteachers and authorised staff members can search a pupil for:

- Any items with the pupil's informed consent
- Prohibited or unauthorised items, with or without the pupil's consent

Searching pupils

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Land of Learning Nursery and Primary School have a duty of care to all pupils in our school. This means that the school should balance:

- The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of pupils suspected of possessing these items

Keeping Children Safe in Education (KCSIE) sets out the statutory duty of all staff to make sure that they make decisions in the best interests of the child. This applies to decisions to search pupils and confiscate items.

All pupils have a right to expect a reasonable level of personal privacy, under Article 8 of the European Convention on Human Rights. Any 'interference' with this right by the school must be justified and proportionate.

Land of Learning Nursey and Primary School will only search a pupil if there is a good reason to, taking into consideration that, for the pupil, it could infringe upon their wellbeing and rights in several different ways. For example:

- Physical loss of privacy when clothes, bags, or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- The impact to a pupil's dignity or reputation if they are unduly searched or suspected of possessing prohibited items

Staff are encouraged to be especially **vigilant about, possible biases** affecting decisions to carry out or escalate searches.

Parents will be informed of a search taken place when it is most practical to do so. This could happen before or after the search has taken place.

Confiscations are treated as a safeguarding issue

Children in possession of drugs, alcohol or weapons should be considered vulnerable and at risk of exploitation. KCSIE highlights the need to be alert to the potential risks of children who are:

- Showing signs of being drawn in to anti-social or criminal behaviour
- In challenging family circumstances, such as drug and alcohol misuse
- Misusing drugs or alcohol themselves

A search can play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

The school's designated safeguarding lead (DSL) will make an immediate referral if they find evidence that a child is at risk of harm.

A DSL must be informed of any searching incidents that are believed to have revealed a safeguarding risk or gave reasonable grounds to suspect that a pupil was in possession of a prohibited item (see the prohibited items list).

Conducting searches

Staff members have the power to search pupils for any item if the pupil agrees, under the common law (paragraph 4 of the DfE guidance). However, **as part of Land of Learning Nursery and Primary Schools school policy ALL searches whether the pupil agrees or not must be authorised by either the head teacher or staff authorised by the headteacher.**

Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or unauthorised item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance).

The headteacher can:

- Authorise members of staff to search for specific items (e.g., alcohol only), or all unauthorised items
- Require a security staff member (including those who aren't school staff) to conduct a search

Under law:

- The person carrying out the search must be the same sex as the pupil being searched
- There **must** be another member of staff present as a witness to the search - they don't have to be the same sex as the pupil

The only exception is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available

When an authorised staff member conducts a search without a witness, they should

immediately report it to another member of staff, and make sure that a record is kept (see the section on how to record searches).

Parents will be informed of a search taken place when it is most practical to do so. This could happen before or after the search has taken place.

‘Reasonable Grounds’

There's no specific guidance on what ‘reasonable grounds’ to suspect a pupil has prohibited items means. The school decides what it may be. For example, someone may:

- Hear the pupil or other pupils talking about an item
- Be told directly of an item
- See an item
- Notice a pupil behaving in a way that causes you to suspect that they’re concealing an item
- CCTV footage can be used to decide whether to search for an item (paragraph 9 of the DfE guidance).

All staff who are authorised to carry out a search know what ‘reasonable grounds’ means and apply it consistently.

What can be searched for

Headteachers and authorised staff members can search a pupil for:

Any items with the pupil's informed consent

Prohibited or unauthorised items, with or without the pupil's consent

How to carry out a search

Before a search:

The headteacher or authorised staff member will:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff
- Explain to the pupil why they are being searched, how and where the search will happen, and give them the opportunity to ask questions about it
- Always seek the pupil's cooperation

If a pupil refuses to cooperate:

In this case, the authorised member of staff should first consider why this is, and act proportionally. It may be that the pupil:

- Is in possession of a prohibited or unauthorised item
- Doesn’t understand your instructions or what a search will involve
- Has had a previous distressing experience of being searched

If the pupil still refuses to cooperate:

- The authorised staff may sanction them in line with your behaviour policy
- If it is felt that a search is needed urgently, advice must be sought from the headteacher, DSL or SLT. During this time, the pupil should be supervised somewhere away from other pupils
- Assess whether it's necessary to use reasonable force to conduct the search. Consider whether this would prevent the pupil from harming themselves or others, damaging property or causing disorder. Note: only reasonable force can be used to search for prohibited items, but not other items unauthorised in the school

See the guidance on how to use reasonable force for more support.

Searching a pupil's clothes

Search the pupil in an appropriate location that offers privacy from other pupils.

Authorised staff can search a pupil's pockets and require pupils to remove outer clothing, meaning clothes that are not worn directly next to the skin or over underwear. Outer clothing also includes:

- Gloves
- Scarves
- Shoes

Staff **cannot** ask pupils to take off any further items of clothing.

Staff must be sensitive to whether a pupil is wearing outer clothing for religious reasons when conducting a search. For example, staff shouldn't require a female pupil to remove a headscarf she's wearing for religious reasons if the witness is male.

Searching a pupil's possessions

Authorised staff can search drawers/desks and bags in the presence of the pupil and another member of staff (except in cases where there's a risk of harm and where it's not reasonably practicable to summon another member of staff - see section above on who can conduct a search for more detail).

Desks/drawers could be allocated to pupils at the start of the year on the condition that metal detector can be used to help with a search.

Only police can conduct a strip search

School staff are **not** allowed to carry out strip searches, including the headteacher and authorised staff. Only police who have been asked to come to the school may decide whether a search is necessary and carry it out. The police can only carry out a search if they:

- Think this is necessary to remove an item related to a criminal offence, **and**
- Reasonably consider the pupil might have concealed such an item

Call the police into school as a last resort

The best interest of the child first is always put first. This means that before it is decided to call the police into school the headteacher or authorised staff should first:

- Make sure that other approaches have been exhausted
- risks to the pupil's mental and physical wellbeing are carefully weighed up with the need to conduct a search

Before a search

- Where reasonably possible, a parent will be informed that a strip search will happen (and will always be informed after it's been carried out)
- Make sure an 'appropriate adult' is present during the search (see more below)

What's an appropriate adult?

This is a person whose role is to safeguard the rights and welfare of children who are suspected of a criminal offence, by ensuring they're treated fairly and are able to participate effectively.

During a search

- The police officers conducting a strip search must be the same sex as the pupil
- There **must** be at least 2 people present other than the pupil, including the 'appropriate

adult' (see the box on the right for a definition). The search may only take place without an appropriate adult if:

- It's an urgent case where there is risk of serious harm to the pupil or others
- The pupil explicitly states that they don't want an appropriate adult present for the search, and the appropriate adult agrees and signs a record of the pupil's decision
- The appropriate adult should be the same sex as the pupil, unless they specifically request someone else

Always remember Duty of Care

A staff's role is to advocate for pupils' wellbeing at all times. A strip search can be highly distressing for the pupil, and for staff and other pupils affected.

The police **cannot** overrule the appropriate adults safeguarding duty, for example by requesting that the appropriate adult leave the room when they talk to the pupil. Staff should know this.

Staff should read about the process the police must follow on page 13 of the DfE's searching, screening and confiscation guidance to understand it and be able to uphold the best interests of pupils at all times.

Support the pupil after the search

Safeguarding is always at the centre when supporting the pupil, regardless of whether a prohibited item is found. The pupil should have an opportunity to express their views regarding the search.

If a prohibited item is found:

- Consider it a safeguarding matter as well as a police matter
- Involve relevant staff such as the DSL and treat the pupil as potentially vulnerable

If a prohibited item is not found:

- Take a safeguarding approach to supporting the pupil to cope with the experience of being searched
- Consider the wider safeguarding issues that may have informed the decision to request a search in the first place

How to record searches

A record should be made in the safeguarding reporting system of:

- Any searches for prohibited items
- Any search conducted by police officers

Record these whether or not any items were found.

Headteachers may also decide to record searches for other items banned by your school, but this should be followed consistently.

Use the school's record to look for any trends in the searches carried out at the school to identify any possible risks that may require a safeguarding response.

What to include in a record

The DfE suggests that the following are record:

- The date, time and location of the search
- Which pupil was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for

- The reason for searching
- What items, if any, were found
- What follow-up action was taken as a consequence of the search

What you can confiscate

Authorised staff members can confiscate any item they find that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils
- Is a prohibited or unauthorised item
- Is evidence in relation to an offence

What to do with confiscated items

Different things are done with confiscated items, depending on what they are.

Controlled drugs, or substances you suspect are controlled drugs or could be harmful	Deliver to the police (or safely dispose of if there is a good reason to do so)
Alcohol	Retain or dispose of as appropriate
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate
Stolen items	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Weapons or items which are evidence of a suspected offence	Deliver to the police as soon as possible
Items that have been (or are likely to be) used to cause injury or property damage	Deliver to the police, return to the owner, or dispose of if there is a good reason to do so
Pornographic material	Dispose of (see the section below for guidance)
Pornographic material that you suspect constitutes a specific offence (i.e., it is extreme or an indecent image of a child)	Deliver to the police as soon as possible

In cases where there are multiple options, staff will professional judgement. They will consider:

- The value of the item
- Whether returning the item to the owner may place someone at risk of harm, or disrupt learning
- Whether it's appropriate to return the item
- Whether the item can be practically and safely disposed of

Staff can also confiscate, retain or dispose of a pupil's property as a disciplinary measure where it's reasonable to do so, as set out in [section 91 of the Education and Inspections Act 2006](#).

Searching and confiscating electronic devices

Authorised staff members may examine any data or files on an electronic device that they have confiscated, if they have good reason to do so. They should reasonably suspect that the device has (or could be used to):

- Cause harm
- Undermine the safe environment of the school or disrupt teaching
- Commit an offence

If they discover inappropriate images, video, or other material, they should dispose of them unless they have reasonable grounds to suspect that their possession is related to a specific illegal offense. In this case, the material should not be destroyed. Instead, they should hand the material, or device containing the material, over to the police as soon as possible.

If they suspect they may find an indecent image or video of a child on a device, viewing it should be avoided and never copied, shared, or saved.

Staff will refer the incident to the DSL and follow the DfE's [guidance](#) on responding to pornographic image-sharing in education settings.

For more support on handling these situations, see articles on responding to child-on-child abuse and talking to pupils about sexism and assault.

Authorised can require pupils to be screened

Screening is the use of a walk-through or hand-held metal detector to scan all pupils before they enter the school site.

Authorised staff can require pupils to undergo screening. However:

- Before installing and using any screening technology, it is encouraged that the local police are consulted, as they may be able to provide advice about whether installing these devices is appropriate
- If new screening measures are introduced, pupils and parents will be informed in advance to explain what it will involve
- Reasonable adjustments will be made to the screening process where a pupil has a disability

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>