Westgarth Primary School

Whole School Positive Behaviour Support Policy

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1. 0 Statement of Intent

At Westgarth Primary School, we believe that, in order to facilitate teaching and learning, behaviour which supports the learning environment must be demonstrated in all aspects of school life.

To this end, we follow the Positive Behaviour Support (PBS) approach. This form of Behaviour Management varies from many historical behaviour management plans in that it operates on the premise that as well as being learners of Literacy and Numeracy, children are also learners of behaviour. Under this model, it is the role of the teachers and, the rest of the school community members (parents, office staff, grounds staff, teaching assistants, dinner supervisors etc) to explicitly teach children appropriate behaviours and to set explicit behaviour expectations.
The program also recognises that some children are more skilled in this area than others.

This is a whole school approach to creating a school society which encourages effective learning through the development of a positive, calm and supportive environment. We endeavour to teach the children how to behave appropriately and provide positive feedback to so that they know when they are doing well.

However, we recognise that learning appropriate social skills and socially acceptable behaviours is a process which everybody moves through at a different pace. We understand that some children will need more support than others in this process and endeavour to provide that support whilst recognising that the majority of our children are making positive behaviour choices for the majority of the time.

To recognise the positive choices made by our children, we employ a wide variety of recognition and reward strategies (both intrinsic and extrinsic).

When children make inappropriate behaviour choices, we use teaching and response techniques which support the learning journey and enable the child to make better choices in the future. These responses are graduated and move up a hierarchy, gradually providing greater support to the child in order to better manage the undesired behaviour.

The key beliefs behind Westgarth's Positive Behaviour Support policy:
- Children will not know how to behave appropriately in a specific situation unless they receive explicit teaching.
- Praise and positive support are far more effective than punishment at helping a child to modify their behaviour in the long term. (A discussion on punishment and PBS can be found in Appendix One)
- Children use their behaviour as a method of communication and for some, this communication can be impeded as a result of additional needs, mental health or other vulnerabilities.
- All members of the school community, children and adults, are entitled to the same levels of understanding, positivity and support.
- Developing the whole child enables them to take responsibility for their own behaviour by promoting self-discipline and respect for others.
- Providing a welcoming and friendly atmosphere where children will feel valued and secure will support them in making appropriate choices.
- Children make the best progress across all areas of their development when home and school work together towards the same aims.
- Children need to know when they have been successful as this develops their self-esteem: improved self-esteem leads to improved behaviour.

- Good behaviour should be consistently and overtly noticed, promoted and rewarded by all staff members and at all times.
- Calm consistency is the key to success.

2.0 Legal Framework
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
Education Act 1996
Education Act 2002
Equality Act 2010
Education and Inspections Act 2006
Health Act 2006
Voyeurism (Offences) Act 2019
The School Information (England) Regulations 2008
DfE (2016) 'Behaviour and discipline in schools'
DfE (2021) 'Keeping children safe in education 2021'
DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
DfE (2018) 'Mental health and behaviour in schools'
DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
DfE (2013) 'Use of reasonable force'
DfE (2018) 'Searching, screening and confiscation'
This policy operates in conjunction with the following school policies:
Mental Health and Well Being Policy
Galileo Complaints Policy
Policy of Special Educational Needs
Child Protection Policy
Anti-Bullying Policy

3.0 Roles and Responsibilities

3.1 The Local School Board has overall responsibility for:
- Ensuring that this policy does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture of calm, dignity and structure.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The chair of the Local School Board is Ruth Bolton.

3.2 The headteacher is responsible for:
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of difficulties with behaviour.
- Establishing the standard of behaviour expected by children at the school.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and children at least once a year.
- Reporting to the Local School Board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving difficulties with behaviour.
- The headteacher is Jackie Woodhead.

3.3 The mental health lead is responsible for:
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) needs of the school.
- The mental health lead is Emma Spinks.

3.4 The SENCO is responsible for:
- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- The SENCO is Nicky Deluce.

3.5 Teaching staff are responsible for:
- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the children in their class.
- Providing full access to a suitable curriculum to all children.

3.6 All members of staff, including teaching and support staff, and volunteers are responsible for:
- Adhering to this policy.
- Supporting the children to adhere to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any children with specific needs.
- Ensuring that class teachers and senior leaders are aware of any changes or concerns regarding the children.

3.7 Parents are responsible for:
- Supporting their child in adhering to the school rules.
- Helping their child to develop their behaviour management skills
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3.8 Children are responsible for:

- Respecting other people, their ideas and opinions and their right to learn.
- Following instructions from adults.
- Working hard.
- Keeping themselves, and those around them, safe.

4.0 Definitions
For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:
- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression (non-age appropriate)
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of children
- Any behaviour that requires the immediate attention of a staff member

5.0 Positive Behaviour Support

At Westgarth, we follow a school-wide positive behaviour support (PBS) approach to developing behaviour. PBS recognises that children need to be taught how to behave in any given situation and that they learn new skills better when they are encouraged and when they receive positive feedback and consequences.

We also recognise that those who struggle to develop these skills often do so because of additional needs or vulnerabilities. Where vulnerable pupils or groups are identified, provision will be made to support any Special Educational Needs and promote their positive mental health. The school's Mental Health and Special Educational Needs (SEN) policies outline the specific procedures that will be used to support these pupils, in addition to the support offered through this policy.

5.1 Key features of PBS
In order to successfully utilise PBS in school, we:
- Share a common philosophy and purpose which recognises that appropriate behaviour must be explicitly taught, much like academic learning.

- Offer school-wide support from a leadership level. The school leadership team reviews and monitors behaviour in school, creating action plans as appropriate.
- Have a clearly defined a set of behavioural expectations which apply at all times. These are clear, positively stated and are displayed all around the school.
- Are directed in all that we do by our four Curriculum Drivers: Respect; Global Care; Independence and Resilience.
- Have established procedures for teaching and practising expected behaviours. Behavioural expectations are taught to all children by all staff.
- Have developed school-wide systems which acknowledge expected behaviour and promote commitment from all members of the school community.
- Ensured that our staff are confident and competent at using effective and positive classroom practices.
- Have developed graduated response to supporting positive behaviour choices.

We need to state 3 to 5 positive behaviour expectation which apply to all children, in all settings and at all time. We would then display these around the school. For example:
At Westgarth, we respect other people, their ideas and opinions and their right to learn. We follow instructions from adults and always work hard. We keep ourselves, and those around us, safe

Westgarth Primary School Positive Behaviour Expectations					
When we are learning, we:	Listen to others	Let others learn	Do our best	Join in	Cooperate with others	
When we are playing, we:	Share the space	Look after the equipment and the grounds	Tidy up after ourselves	Take care of ourselves and others		
When we are outside of school, we:	Represent the school with pride	Take care on the roads	Respect the local community	Be a positive role model for others	Use good manners	
When we are using ICT, we:	Make positive contributions	Make sure we have permission to share or post	Follow the school acceptable use policy	Protect our own privacy	Use the internet as a learning resource	Report unacceptable online behaviour
In the lunch hall:	We stay in our seats	We use inside voices	We keep the area around us clean			
At all times, we:	Encourage and support others	Ask for help if we need it	Use an appropriate speaking volume	Follow instructions from adults		

5.2 Class Charters

In addition to this behaviour matrix, every class sets their own Class Charter during their July transition period. The class teachers work with their class in developing a Charter which sets out the precise expectations for every person in the class group. This class charter is displayed in the classroom for the whole year.

5.3 Teaching of Expected Behaviours
Children need to be taught how to behave in an appropriate manner as direct teaching on behaviour expectations facilitates good decision making. At Westgarth, this direct teaching follows the structure below:

- Introduce the expectation and provide a rationale. Take care not to overload the children with many different expectations at a time. One a week is sufficient.
- Provide clear examples of appropriate behaviour and, if appropriate, explicitly model the behaviour.
- If appropriate, the children could be given the time to role-play the behaviours with opportunity for feedback.
- Take every opportunity to cue, prompt, notice and reward good behaviour both inside and outside the classroom. For example, "When you are having your lunch, remember the (Example: "Remember when you are in the dinner hall, you need to stay in your seats, use your inside voices and keep the area around you clean.")

5.4 Rewarding Positive Behaviour
A key feature of using Positive Behaviour Support in school is that children receive positive acknowledgement for appropriate behaviours. All school staff can play a role in "catching" a student doing the right thing and formally acknowledge it.

Instant, verbal praise.	Can be given out by any adult (or child!) in school. Should be used liberally and within teaching points in class. 'Wow, look how well John is sitting. Well done, John.'
Instant recognition with a word and an action.	Can be given out by any adult in school. Could be a fist bump or a high five etc, Useful for children who find direct/public praise uncomfortable.
Instant recognition with a sticker, pre-printed card or certificate	As well as being given out for good academic standards, stickers can also be used to reward behaviour, in and out of the classroom.
Instant recognition with a Table/Group Point	Rewarding individual behaviour in a way which benefits others in the class can be hugely motivating and boost self-esteem. It also encourages a sense of community and corporate responsibility. The table/group competition can last any amount of time from a session to a half term and the winning group can get something simple but valued such as five minutes extra playtime.
Instant recognition with a Class Point	Can be given out by any adult in school and are designed to be used by people other than the class teacher for positive behaviour around the school. Class points are collected by the class over the course of the week and the winning

	class is announced in Friday's assembly. They are presented with a trophy (KS1 and KS2).
Delayed recognition by being asked to go and speak to another adult for additional praise	This is often used to celebrate good work, but could equally be used for positive behaviour choices. In that case, the adult arrange the visit should explain the circumstances to the receiving adult.
Delayed recognition with a Praise Card sent home	Pre-printed praise cards which just say something like, 'You have been a star today!' can be given out to talk home.
Delayed recognition with an award in Friday's assembly	In Friday's assembly, two children from each class are selected to receive an award because they have demonstrated positive behaviour in one of our Curriculum Drivers: Respect, Resilience, Independence or Global Care.

6.0 Supporting Children to Manage their own Behaviour

Positive Behaviour Support relies on children being increasingly able to manage their own behaviour and make appropriate decisions. To be able to do this, we need to teach them what to do when they are starting to feel like the situation is slipping out of control.

A major part of being able to manage your own behaviour is down to having an opportunity to calm down and take stock. To this end, children are taught how to regain control of their emotions and managing this is a major part of a successfully running classroom.

All classes (and the outdoor play areas) have a Take a Break zone which, when used calmly, consistently, and respectfully, helps children develop self-control while keeping the classroom calm, safe, and an orderly learning environment. Having the Take a Break zone in the classroom, provides space and time to a child, but allows them to still feel part of the group. All staff endeavour to ensure that the Take a Break zone is a positive resource, which does not suffer from the negative associations of 'naughty steps' or 'Time Out' corners.

Teachers explicitly teach the children how to 'Take a Break' early in the school year. The teaching covers:
- How to tell when you need to Take a Break.
- To go to the area promptly, quickly, and calmly.
- What to do whilst you are there, how to regain focus and control
- When to come back from break (the ultimate goal is for the children to know when they're calm and ready to return, but it may be that they are not ready for the responsibility, and so the teacher would then make the decisions themselves).
- How to come back to rejoin the class.
- How to support a peer Taking a Break by leaving them alone, going on with classroom activity as usual, and quietly welcoming them back afterwards.
- That an adult may intervene when they can see that a child needs to Take a Break if they haven't spotted it themselves.
- How unhelpful it would be for children to misuse the Take a Break routines.

6.1 The Classroom Environment

Westgarth Primary School understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes having bright, welcoming, well-appointed and child-friendly spaces within our school buildings, with stimulating, safe and exciting grounds around them.

Teachers employ strategic seating arrangements to support good learning in class. Examples of this could be:

- seating those who have additional sensory needs closest to the front of the class
- seating those who find it difficult to work together away from each other
- ensuring the teacher can see children' faces, that children can see one another, and that they can see the board
- ensuring that teacher can move around the room so that learning can be supported effectively

6.2 Supporting Children to Behave Appropriately in 'Flashpoint' Areas

Children can find making good behaviour choices in non-classroom settings so much more challenging than in the classroom, even when behaviour expectations are clear. Identifying these areas and investigating how children could be better supported at those times and in those places will support children in managing their own behaviour better. It could be that even more teaching could be done regarding the desired behaviours in non-classroom settings.

6.3 Levels of Support
At Westgarth Primary School, we used a tiered intervention framework for all children.

- Universal Support (Tier 1) which provides support for all students and staff and across all settings. It is effective for over 80% of students.
- Additional Support (Tier 2) which provides additional, tailored provision for children who require a higher level of support. Additional targeted support is aimed at 12-15% of children.
- Specialised Support (Tier 3): which provides specialised, individualised provision for students with high needs. This applies to around 4-5% of children.

7.0 Supporting Children Displaying Unacceptable Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately by intervening in a manner which supports the child in learning how to adjust their behaviour into something more positive. When managing unacceptable behaviour, staff remember that children:

- will not behave 'appropriately' in a setting if they have not been taught how to
- sometimes need reminders about expectations and rules
- all learn at a different rate and some need more support and reminders than others
- may have additional needs (special educational, emotional, social or mental health) which will all impact on their behaviour
- are affected by the day they are living and the circumstances of their classroom, home and family
- staff in school should use the 'ABC' approach when investigating inappropriate behaviour. See section 8.0 'Record Keeping and Whole School Positive Behaviour Support' for more information.

7.1 The Five Point Plan for Dealing with Unacceptable Behaviour
The Positive Behaviour Support for dealing with unacceptable behaviour at Westgarth can be summarised as follows:

1. Tactical ignoring, redirecting and/or additional guidance. This would involve walking close to the child, giving them a 'look', pointing out the desired behaviour in another child, supporting them in their task, clarifying their understanding, providing a resource, check for barriers to acquiescing etc.
2. Clearly restating the desired behaviour, or redirecting the child to what you would like them to be doing.
3. Repeat Stage 2, but this time with the addition of a period of internal isolation as a consequence of the wrong choice being made.
4. If there are continued examples of unacceptable behaviour in the period of internal isolation, then Stage 2 is repeated, but this time with a period of isolation outside the classroom. This may be in another classroom, or to a senior member of staff. The child should be accompanied to this new venue.
5. The child can return to their classroom/place once they are displaying the desired behaviour or they have calmed down.

These five points would remain the same whether the behaviour was in the classroom, the hall or on the playground etc. They also remain the same regardless of the job description of the adult in school.

7.2 Isolation within School
Considerations to note regarding isolation:
- Before being isolated, the child must know why it is happening, and what the requested alternative behaviour was.
- The purpose of isolation is for the child to have the opportunity to calm down. No attempts at discussing the incident should be made at that point.
- That discussion can happen at the end if the isolation and must include a teaching point for the next time the child is in that situation.
- Isolation can be with the teacher, i.e 'Come and sit by me'. This is especially important with Foundation Stage children, those with low self-esteem or those with attachment difficulties.
- If the unacceptable behaviour is of an initial high level i.e. violent, then the adult managing the behaviour may decide go straight to an isolation outside the classroom.
- Isolations are away from their peer group, a child should never be isolated on their own.

If a child refuses to cooperate with a request for isolation there are a number of different strategies which could be employed:
- If the child is not disrupting the learning of others, continue to ignore that child until they are calm enough to cooperate.
- Change of face – the same request from another member of staff may work.
- Remove the peer group away from the child instead of the child from the peer group.
- If the child is physically endangering themselves or another, then they can be physically restrained or removed to a place of safety by a staff member. Please see section 9.0 'Physical Intervention' on the use of force in school.

After a child has been isolated the following questions should be asked:
- What learning can we take from the incident? Are there ways that we can adjust the routines of the classroom to make this less likely to reoccur?
- Does the child/class group need more teaching on that point?
- Would the child benefit from a Behaviour Support Plan which would outline their difficulties and what works well for them?
- Is the incident significant or regular enough that leadership need to be alerted? This would be done via CPOMS.

- Is the incident significant or regular enough that parents need to be informed? Or is it an incident which parents can support school with? This information should be shared as soon as possible through a telephone call or face to face.
- Do the staff working with this child need more support? If so, then the SenCo/leadership team should be approached verbally, backed up through CPOMS.

7.3 Repeated Incidences of Serious, Unacceptable Behaviour
Following repeated incidents of unacceptable behaviour, the following is considered:
- Does the child require more support from school in order to manage their behaviour more effectively?
- Would the child benefit from a reduced or adapted timetable?
- Can trigger points be removed/better managed?
- Does the child require more support from outside agencies in order to manage their behaviour more effectively?
- Would the child benefit if the LEA was approached regarding Top Up High Needs Funding?
- Any changes to the support offered to the child in school will be recorded in a school Additional Needs Plan, jointly written by the class teacher and SenCo.

7.4 Suspensions/Expulsions
In addition to the above considerations, repeated incidences of unacceptable behaviour lead the headteacher to consider whether the pupil should have an internal suspension within school, or to be suspended from school for a fixed term. If a suspension is deemed appropriate, then the headteacher determines its length and timing.

Following further incidents of unacceptable behaviour, the headteacher will then consider whether the pupil should be permanently expelled from school.

Any decision made to suspend or expel a pupil must:
- not discriminate on any grounds, as per the Equality Act 2010.
- be reasonable
- consider the pupil's age, religious requirements, SEMH needs, any SEN, and all other relevant information

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour leads to a suspension/expulsion.

8.0 Record Keeping and Whole School Positive Behaviour Support

Teaching staff need to ensure that they are making efficient and effective use of CPOMS in order to record issues around behaviour. Recording information in this way allows class teachers and senior leaders to analyse patterns regarding children, locations, times and behaviours and identify where there is a need for extra intervention for the children or additional training for the staff.

When recording information regarding children and their behaviour on CPOMS, staff should take care to try and identify the ABCs of the situation as this will help clarify what communication the child was attempting with their behaviour.

A – Antecedents
Antecedents are all the things that happen in the lead up to a behaviour. They could be slow release things like tiredness or hunger, which may increase the likelihood of a particular behaviour or snap

'triggers' like being asked to do something the child doesn't want to do, which directly cause the behaviour. There is rarely only one antecedent for a behaviour, and it is often challenging to identify them all.

B – Behaviour
The behaviour is what happened as a result of the antecedent. When recording behaviours, it is important to be clear and precise and consider:
- What exactly happened?
- What did the child say or do?
- For how long was the behaviour experienced?
- How intense was it?

It is a good idea to also note further antecedents which may have occurred and prolonged or reinforced the behaviour.

C – Consequence
The consequence is what happens as a result of the child's behaviour. It may be what someone does as a reaction, such as giving attention or an object. It could also be what the child gains out of the behaviour such as escaping from an activity or situation, or getting sensory stimulation.

Consequences, as in what a child will gain from a situation, can be classified as:
- social attention
- tangible gain (an object)
- escape from a situation the child is finding difficult
- sensory – it feels, smells, sounds (etc.) pleasing

The ABC model allows adults to note what the child is finding difficult, how they are reacting to this and how this behaviour helps them in their struggle. An intervention can then be planned which enables the child's needs to be met in other, more socially appropriate, ways.

9.0 Physical Intervention
School staff have the legal right to use reasonable force to prevent children from:
- injuring themselves or others
- damaging school property
- committing an offence

Staff members use their professional judgement to decide whether physical intervention is necessary.

Physical restraint is:
- only used when it is in the best interests on the child being restrained
- reasonable and proportionate
- maintained for the shortest amount of time possible
- used as a last resort

Wherever possible, staff ensure that a second member of staff is present to support/witness the physical intervention used.

After an instance of physical intervention:
- the child is supported in their emotional recovery by a member of staff not involved in the restraint
- a member of the Leadership Team is immediately notified

- parents are notified either by telephone or face to face at the end of the day (decision made by SLT)
- a Positive Handling report is completed by the staff involved in the restraint and uploaded onto CPOMS
- discussions will take place between the headteacher, SenCo, class teacher and parents as to whether a Positive Handling Plan should be drawn up for the child
- discussions will take place between the headteacher, SenCo, class teacher and parents as to whether the child's Additional Needs Plan should be amended (or written, if one does not exist)

When using reasonable force in response to risks presented by incidents involving children with SEN or medical conditions, the school recognise and consider the vulnerability of these groups.

10.0 Sexual Abuse and Discrimination (Peer on Peer)
Westgarth Primary School prohibits all forms of sexual abuse and discrimination, including:
- sexual harassment
- gender-based bullying
- sexual violence.

At Westgarth Primary School, we believe that peer on peer abuse is abuse and should never be tolerated or passed off as "banter", "part of growing up", "just having a laugh" or "boys being boys". Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We recognise that:
- children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way
- whilst at school, the behaviour of these children may be challenging
- some children who have experienced abuse may harm others

We will always:
- take a considered and sensitive approach in order that we can support all of our pupils
- ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- allow children to express their views and give feedback
- operate with the best interests of the child at their heart

Any form of abuse or harmful behaviour is immediately reported to a member of the SLT to be dealt with immediately and consistently in line with this School Wide Positive Behaviour Policy. To reduce the extent of harm to the child, full consideration is given to the impact on that individual child's emotional and mental health and well-being.

Any form of sexual harassment is immediately reported to a member of the Safeguarding Team to be dealt with promptly and appropriately in line with the Child Protection Policy. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

11.0 Prohibited items, Searching Children and Confiscation

Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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 any person, including the pupil themselves; or to damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. To search for any items not listed here, staff will require the consent of the pupil being searched.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, in line with section 9.0 'Physical Intervention', of this policy.

Appendix One
Punishment

The principles of PBS do not adhere to the use of punishment in order to try and coerce children into behaving in a specific manner. This is simply because punishing a child overrides the principle of managing behaviour through the addressing of Antecedents-Behaviour-Consequences and instead simply forces a child to address their unmet needs in a more sneaky and underhand manner in order to avoid further punishment.

Punishment relies on reacting to an individual child's misbehaviour and then inflicting unpleasant consequences on them. Research has shown that this does not support the child in making better decisions in the future. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

Anyone who would like to consider the effects of punishment in more depth should look at the work of Alan E. Kazdin, PhD, (John M. Musser Professor of Psychology and Child Psychiatry at Yale University). The key points from his studies being:

- punishment simply teaches children that if they break rules they will suffer negative consequences
- punishment does not teach children how they can act in accordance of the rules
- punishment does not teach children to take into account the needs of others
- parents who engage in punishment believe that they are teaching their children an almost Pavlovian response – that misbehaviour brings unpleasantness, but if the child never learns self-discipline or responsibility then their behaviour will never improve
- punishment is only effective at deterring inappropriate behaviours in so far as it provokes fear in children
- punishment does not teach a child anything other than that it is alright to hurt others

Several academic studies have also found a link between corporal punishment, childhood aggression and antisocial behaviour.