BRIMSHAM GREEN SCHOOL POLICY / PROCEDURE DOCUMENT			
DATE ORIGINATED	December 2013	TITLE: Relationships, Reparation and Recognition Policy	
LAST REVIEW	September 2026		
NEXT REVIEW	September 2027		
OWNER	J Hewitt		

Relationships, Reparation and Recognition Policy (*Behaviour for Learning, including Behaviour Principles*)

This Policy has been reviewed and approved by the Full Governing Body	
Signature (Chair of FGB)	Sharon Bailey ……
Date of review and approval	……05.10.26……

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Behaviour Principles

Brimsham Green School believes that every student has a right to be treated equally as laid out by the Equality Act 2010. Students will not be discriminated against because of their: sex; race; disability; religion or belief; sexual orientation; because of pregnancy/maternity or because of a gender reassignment. Brimsham Green School will ensure that when applying this policy, safeguarding will be taken into account and reasonable adjustments will be made for students with Special Educational Needs and Disabilities.

We aim to provide an orderly, caring, learning community where: ALL students have the right to learn and ALL teachers have the right to teach.

The school believes that positive behaviour is essential in order to create a climate in which effective teaching and learning can take place, and where all members of the school community can thrive and feel respected, safe and secure.

The purpose of the policy is therefore:

- To state what constitutes the agreed, appropriate and high standards of behaviour expected of all members of the school community;
- To explain how these are to be promoted, achieved and maintained.
- To suggest measures by which the success of the policy can be judged.

Brimsham Green School holds dear the principle that self-discipline, motivation, care for others and pride in achievements are central to successful education and everyday life. As a community we strive to be independent, aspirational, resilient, reflective, respectful, enquiring and responsible citizens.

We believe that encouragement and rewards are always preferable to sanctions, although appropriate sanctions are levied as necessary. Our rules (be ready, be respectful, be safe) are concerned with creating an atmosphere of care, cooperation and safety in all aspects of school life. These rules are, in turn, based upon a set of 'Rights and Responsibilities' which apply to all members of the school community.

The aim of this policy is to celebrate positive behaviour, model it to one another and support students to reconsider their poor behaviour. The repeated use of sanctions, which do not change behaviour, are not successful in creating the climate we strive for at Brimsham Green School.

In accordance with KCSIE 2026, the school recognises that challenging behaviour may be a manifestation of unmet safeguarding needs. Behaviour incidents will be considered through a safeguarding lens and appropriate referrals made where necessary.

As adults we all have the ability and responsibility to motivate and discipline the students in our care. We do this by promoting respect (being fair and consistent), setting and maintaining expectations (that are high and flexible) and being well prepared to facilitate learning (that is personalised). Strong and positive relationships and knowing our students well are at the heart of all we do; we all strive to ensure that we know and value the students in our care, and they in turn trust us. The purpose of this relationship building is to have a positive impact on the classroom climate and ultimately on the outcomes for all of our students.

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We expect all members of our school community to be punctual and attend regularly, be well equipped and organised, polite and sensible, helpful, considerate, follow instructions and respect the school environment.

1.0 Policy Context

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

- Behaviour in schools 2024
- Education & Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- School suspensions and permanent exclusions 2026
- EEF – improving behaviour in schools
- Keeping Children Safe in Education 2026
- Mobile phones in schools 2026
- EEF – Special Educational Needs in Mainstream Schools
- Searching, screening and confiscation guidance 2022
- Restrictive Interventions guidance

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

- Special Educational Needs policy
- Pupil Premium
- Anti-bullying policy
- Drugs policy
- Safeguarding and Child Protection Policy
- Single Equalities Policy
- School Improvement Plan
- Complaints policy
- Code of Conduct
- Community code of conduct
- Teaching and Learning
- Uniform policy
- E-safety policy
- Exclusion policy

See appendices for documents below

A. A consistent approach to managing incidents
B. Malicious allegations
C. Legal duties, including detentions and confiscating items
D. Mobile Phones and Digital Technology
E. Learner Profile Scale
F. Owed Time and Reparation (O.T.R) flow chart
G. Rewards
H. Consequences
I. Stages
J. Ready, respectful, safe poster

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2.0 Rules and Expectations	At Brimsham we follow 3 simple rules; be ready, be respectful, be safe (appendix J). Being **ready** means; arriving on time, with our correct equipment, wearing the right uniform, not disrupting the learning of others. Being **respectful** means; using our words kindly and politely, looking after our school and local environment, not taking things that don't belong to us, not swearing at people, not impacting negatively on the learning of others. Being **safe** means; no risky or unsafe behaviour, keeping yourself and others' safe by behaving sensibly around school buildings and not being in places we shouldn't be.
3.0 Roles and responsibilities of staff and governors	***All*** staff (including teaching staff, teaching assistants, support staff and Governors) model excellent behaviour and do not ask a student to do anything that they are not willing to do themselves. If we ask students to be punctual, we ourselves will be punctual. If we ask students to wear uniform, we ourselves will dress smartly. If we ask students to listen, we will listen. If we ask students to look after the school environment, we will look after the school environment.
4.0 Classroom management strategies used in the school	At Brimsham, all staff prioritise the relationships they have with their students. They work as hard on their relationships as they do on other aspects of their role. Teaching staff are responsible for setting the tone in their classroom. They have tremendous power to make a child's life miserable or joyous! Teaching staff plan for what goes on in their classroom, and they know their students.
5.0 Recognition	**This is not an exhaustive list but rewards may include** (appendix G): • Approving looks, smiles etc; • Verbal praise, both privately to individuals and publicly in class, assemblies and other presentation events. We believe that an active attempt to show that we recognise and value effort, achievement and verbal contributions at all levels pays enormous dividends; • Positive comments within exercise books as part of formative feedback; • Displaying students' work around the school; • Positive referrals are awarded for the production of work or contribution to the school which shows exemplary effort or attainment, relative to the ability of the individual child; • Departmental student of the term; • House points; • Student name displayed on Brimsham's Best Crest; • Friday phone call; • Termly awards for positive attitude to learning, and attendance (Student Reward System); • Direct contact with parents to pass on praise and congratulations; • Invitation to Awards Evening We believe that rewards should greatly out-number punishments, and we set ourselves the target of a minimum of 6:1 (higher than the EEF recommended 5:1). Our aim must always be to celebrate positive achievement whenever possible and minimise the need for sanctions. In order to do this we will monitor the frequency with which praise is given, observe patterns and changes over time and remind staff regularly about the importance of celebrating student success whenever possible.
6.0 Consequences and Reparation	***Expectations of behaviour need to be very high*** but there are occasions when students do not meet these expectations (Appendix H). On these occasions, there needs to be an effective consequence - effective in the sense that it supports the student to: reflect on their behaviour; take responsibility; and provide a solution to their behaviour, not just a sanction. At Brimsham Green School we believe

	that a crucial aspect of any sanction is the **repairing** of relationship between students and staff, this is why reparation is central to Owed Time and Reparation (O.T.R.) (appendix H). An O.T.R. can be issued for the following reasons (this is not an exhaustive list): • Poor and disruptive lesson behaviour • Truancy • Poor break and lunchtime behaviour For the majority of students, O.T.R. will take place for 1 hour at the end of the day. The first part of O.T.R will be a reparation discussion between the member of staff who has issued the O.T.R. and the student, and the second part will be used for independent study. The purpose of O.T.R. is to support students in taking responsibility for their choices and to repair the relationship with the member of staff. For those students who are late to school or to a lesson, they will be given a 30 minute lunchtime detention. In addition, any student who does not complete their home learning, they will attend a 30 minute detention at the end of the day. If they do not attend either of these detentions, students will attend an hour's O.T.R after school. If a student does not attend an O.T.R., this is where it becomes a punitive sanction because the student will be isolated the following day until 4pm. Parents/guardians will be informed of the O.T.R. through Satchel:One. Attendance at O.T.R. will be monitored and analysis of any over-represented cohorts will provide further opportunity for intervention.
7.0 Pupil support systems	The Pastoral/SEND team (Head of House, Student Support co-ordinator, Senior Behaviour Lead, Attendance Officer, SENDCo, Deputy SENDCo and HLTA(RB)) will use a variety of interventions including short term personalised timetables, small group interventions, alternative provision, mentoring and instigating an Early Help Action Plan (EHAP); all are designed to support student behaviour. These interventions are in consultation with students and parents/guardians. Where there are ongoing concerns about the behaviour of a student, the Tutor/Head of House/SLT will take a lead on implementing the 'stages' (appendix I).
8.0 Liaison with parents and other agencies	**Parents and Guardians** play a crucial role in shaping the attitudes which produce good behaviour in schools. We therefore endeavour to keep parents informed at every opportunity and encourage them to take full advantage of all formal and informal ways of communication with schools. It is assumed that all parents/guardians whose children enter Brimsham Green School are prepared to support the staff in maintaining high standards of discipline and respect for others. We aim to keep parents/guardians informed about progress and successes: where problems arise we want to involve them in finding the right solution. Parents/guardians are encouraged to contact the Tutor and Head of House if they have any concerns about their son or daughter. **Governors** play a crucial role. In particular, the positive contributions they can make to developing, monitoring and supporting the school's policy on behaviour and the decisive part they play in the appointment of staff.

	Provision of appropriate support from **outside agencies**. These can include Education Inclusion Team (EIT), Young People Service (YPS), Young Persons Drug and Alcohol Service (YPDAS), Community Police Team, Social Care, Health, CAMHS, Off the Record, Youth Offending Team (YOT), HRG, SEND Cluster.
9.0 Organisation and facilities	Brimsham Green School's Pastoral Team has two designated area which includes several meeting rooms, a large office space, an isolation room and a detention room. The isolation room is fully staffed, including at break and lunch therefore students are supervised at all times. Students will be given appropriate comfort breaks and will be provided with work throughout the day.

For information regarding malicious allegations and legal duties, see Appendix B.

REVISION LOG	
Revision No.	**Brief description of change**
Rev 13	Section 2 and 3 incorporated into the Behaviour Principles section Revision log 1 – 12 removed Appendix C – use of reasonable force guidance updated Appendix D – mobile phone guidance updated Appendix E – LPS updated Appendix G – positive stages added Appendix I – stages replaced by APDR document Appendix J to M removed as policies listed in policy context (section 1.0)

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Appendix A: A consistent approach to <u>managing</u> incidents, including those of a bullying nature

Key points:

- Students feel listened to;
- Evidence is gathered (and there is a chronology kept on MyConcern);
- Action is taken;
- Parents and students are informed

You (HOH/SSCO) pick up incident	Incident occurs at break or lunch and students are sent to Student Reception to report it	Student independently reports something	Incident is picked up by SLT	Incident is reported by a parent
Green form is written by those involved (separate from each other)	Green form is written by those involved (separate from each other)	Students are given the link to MyConcern and complete this in school or at home	Students are brought down to Student Reception	Acknowledge email. If received by anybody other than HOH/SSCO, this is forwarded to them to be picked up.
Green forms are read by SSCO/HOH and further questions are asked and other witness statements gathered	Green forms are read by SSCO/HOH and further questions are asked and other witness statements gathered	Log is read by AHT/SSCO and next steps agreed and actioned within 72 hours	SLT informs SSCO and /or HOH and agrees who is taking next steps	Students and parents are given the link to MyConcern and complete this in school or at home
SSCO/HOH checks to see if there is any CCTV of the incident	SSCO/HOH checks to see if there is any CCTV of the incident	Parents are informed before the end of the school day, either by HOH or SSCO (this is especially important if there has been conflict). This might be a 'holding' telephone call if the next steps or sanctions have not been agreed.	Green form is written by those involved (separate from each other)	Parents are informed before the end of the school day, either by HOH or SSCO (this is especially important if there has been conflict). This might be a 'holding' telephone call if the next steps or sanctions have not been agreed. **The person who received the original email is informed.**
Parents are informed before the end of the school day, either by HOH or SSCO (this is especially important if there has been conflict). This might be a 'holding' telephone call if the next steps or sanctions have not been agreed.	Parents are informed before the end of the school day, either by HOH or SSCO (this is especially important if there has been conflict). This might be a 'holding' telephone call if the next steps or sanctions have not been agreed.	If it's an incident of a bullying nature, the students' (victim and perpetrator) files and MyConcern chronology is checked by SSCO/HOH to see if this is a one-off incident or if there have been previous incidents. If previous incidents, this may require a different sanction or next step.	Green forms are read by SSCO/HOH and further questions are asked and other witness statements gathered	If it's an incident of a bullying nature, the students' (victim and perpetrator) files and MyConcern chronology is checked by SSCO/HOH to see if this is a one-off incident or if there have been previous incidents. If previous incidents, this may require a different sanction or next step.
If it's an incident of a bullying nature, the students' (victim and perpetrator) files and MyConcern chronology is checked by SSCO/HOH to see if this is a one-off incident or if there have been previous incidents. If previous incidents, this may require a different sanction or next step.	If it's an incident of a bullying nature, the students' (victim and perpetrator) files are checked by SSCO/HOH to see if this is a one-off incident or if there have been previous incidents. If previous incidents, this may require a different sanction or next step.	Next steps or sanctions are agreed **(or discussed with JPR/JHE/KGA),** actioned, shared with parents and students, by HOH. . *Sanctions listed in left-hand column.*	SSCO/HOH checks to see if there is any CCTV of the incident	Next steps or sanctions are agreed **(or discussed with JPR/JHE/KGA),** actioned, shared with parents and students, by HOH. . *Sanctions listed in left-hand column.*
Next steps or sanctions are **agreed (or discussed with JPRJHE/KGA)**, actioned, shared with parents and students, by HOH. Sanctions to consider, and to be used in a staged manner: • Conversation with the student; • Reparation between students – this could include group reparation; • Written apology • Break and lunch detention; • After school detention; • Isolation (here or elsewhere); • PCSO.	Next steps or sanctions are agreed **(or discussed with JPR/JHE/KGA)**, actioned, shared with parents and students, by HOH. *Sanctions listed in left-hand column.*		Parents are informed before the end of the school day, either by HOH or SSCO (this is especially important if there has been conflict). This might be a 'holding' telephone call if the next steps or sanctions have not been agreed.	
			If it's an incident of a bullying nature, the students' (victim and perpetrator) files are checked by SSCO/HOH to see if this is a one-off incident or if there have been previous incidents. If previous incidents, this may require a different sanction or next step.	
			Next steps or sanctions are agreed **(or discussed with JPR/JHE/KGA),** actioned, shared with parents and students, by HOH. *Sanctions listed in left-hand column.*	
			SLT who picked up incident is informed of outcome by SSCO/HOH.	

Appendix B: Allegations and complaints concerning staff

All complaints and allegations concerning members of staff will be taken seriously and dealt with promptly, fairly and in accordance with the school's relevant policies and procedures.

Where an allegation concerns the safety or welfare of a child, the school will follow its safeguarding procedures and the requirements of Keeping Children Safe in Education 2026. Where appropriate, advice will be sought from the Local Authority Designated Officer (LADO), the police or children's social care. The school will not investigate a safeguarding allegation independently where doing so could interfere with a statutory investigation.

Where an allegation is made that a member of staff has used physical force, the school will consider the circumstances carefully and will follow the current Department for Education guidance, Restrictive interventions, including the use of reasonable force, in schools. The use of reasonable force is permitted where lawful and necessary, and staff should use the minimum force necessary and proportionate to the circumstances.

Suspension will not be used as an automatic response to an allegation against a member of staff. Any decision to suspend will be made on an individual case-by-case basis, taking account of the circumstances, safeguarding considerations, the potential impact on pupils and staff, and whether alternative arrangements are appropriate.

Where a member of staff is subject to a formal allegation, the school will provide appropriate support and keep the member of staff informed of relevant procedural arrangements, while maintaining confidentiality and ensuring that safeguarding and investigative processes are not compromised.

The school will distinguish between allegations that are substantiated, unsubstantiated, unfounded, false or malicious. An allegation that is unsubstantiated does not mean that it was false or malicious; it means that the available evidence was insufficient to establish whether the allegation was true or not.

Where an allegation is found to have been deliberately malicious or knowingly false, the school may consider appropriate action in accordance with its behaviour, disciplinary and

safeguarding procedures. Any action will be proportionate and take account of the circumstances and the needs of the child.

The school will also consider whether there are any lessons to be learned from the handling of an allegation, including whether changes to practice, supervision, training or procedures are required.

Appendix C: Legal Duties

Students' conduct outside the school gates
Teachers have the power to discipline pupils for misbehaving outside of the school premises. Including:

- when students are taking part in any school-organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The school may sanction behaviour outside the school premises where it is reasonable to do so and where the behaviour falls within the circumstances set out in the school's behaviour policy and applicable law. This includes behaviour when a pupil is taking part in school-organised or school-related activity, travelling to or from school, wearing school uniform or otherwise identifiable as a pupil of the school, and behaviour which has a clear impact on the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the school community.

Detentions

The Law:

Teachers have a legal power to put students (aged under 18) in detention.

- Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
    - any school day where the student does not have permission to be absent;
    - weekends – except the weekend preceding or following the half term break; and

- INSET days.

The Headteacher decides which members of staff can put students in detention. At Brimsham, all members of staff, including support staff, can impose detentions.

Please remember:

- Parental consent is not required for detentions.
- As with any disciplinary penalty, a member of staff must act reasonably when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

We are willing to consider *reasonable adjustments* to timing (please see below). However, parents, too, are expected to make alternative arrangements to ensure their child attends.

Detention out of School hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk;
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Confiscation of inappropriate items

The DfE has reviewed and updated its guidance on searching, screening and confiscation and this places a bigger emphasis on safeguarding. Any decision to search means that we must balance:

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

The Education Act 2011 makes it clear that there are legal provisions which enable school staff to confiscate items from students:

1. The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4 of The Education Act) enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy sets this out.
2. Only the Headteacher and members of staff (SLT) authorised by the Headteacher have the power to search a student for a prohibited or banned item. Power to search without consent does exist if the member of staff has 'reasonable grounds' to suspect that a student may have a prohibited or banned item. "Prohibited items" include:

    - knives and weapons
    - alcohol
    - illegal drugs
    - stolen items
    - tobacco/cigarette papers/smoking paraphernalia
    - fireworks
    - pornographic images
    - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
    - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
3. Under law, the person carrying out the search must be the same sex as the student being searched and 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 student. The only exception is if the searcher reasonably believes that there is a risk of harm being caused to a person if a search isn't carried out urgently or it's not reasonably practical to summon another member of staff within the time available.

Disposal of items

Weapons, knives and extreme/child pornography must always be handed over to the police otherwise it is for the school to decide if and when to return a confiscated item. All other items must either be:

- retained and collected by parents, or
- disposed of (in the case of alcohol, cigarettes etc.)

Removal of Data or files

The person who seized the item may examine any data or files on a device, if the person thinks there is a good reason to do so. Following an examination under subsection 6E (article 17 of the GDPR), if the person has decided to return the item to its owner, retain it or dispose of it, the person may erase any data or files from the device if the person thinks there is a good reason to do so.

In practical terms this means:

1. <u>What items may be confiscated?</u>

- An item which poses a threat to others. e.g. a laser pen or sharp object used to distract or harm others
- An item which disturbs or prevents calm and orderly teaching and learning e.g. a phone or personal music player used in class.
- An item which is against school uniform rules. E.g. a hooded top, or jewellery which a student refuses to take off / wears persistently despite warnings.
- An item which poses a health & safety threat. E.g. jewellery worn in a PE or DT lesson.
- An item which is counter to the ethos and rules of the school. E.g. material which might cause tension between one group and another.
- An item which it is illegal for the student to have. E.g. racist or pornographic material, weapons, controlled drugs.
- Inappropriate/offensive photographs or videos on mobile phone or other personal electronic devices.
- Alcohol or cigarette/smoking paraphernalia.

This is not an exhaustive list and staff can remove items that contravene school rules or the ethos and values of the school.

2. <u>Risks to bear in mind</u>

- Staff should give appropriate regard to whether items of clothing or jewellery might be of religious or cultural significance.
- Staff should avoid physical contact or interference with a student's clothing of a kind which might give rise to child abuse or assault allegations.
- Confiscation should ideally be done by an adult of the same sex as the student if there is any element of searching, and with another member of staff present.

3. What to do with confiscated items

- Students have a right to expect that confiscated items will be stored safely until they are returned, assuming the item *is* going to be returned.
- Staff should place the item in an envelope (these are available from Student Reception), label it clearly, and hand in at Student Reception. A written record of the confiscated item is made.
- Students should countersign the book when the item is *returned* to them.
- For illegal items (e.g. drugs or weapons) specialist advice will be sought by SLT from the local police.

4. How long should items be confiscated for?

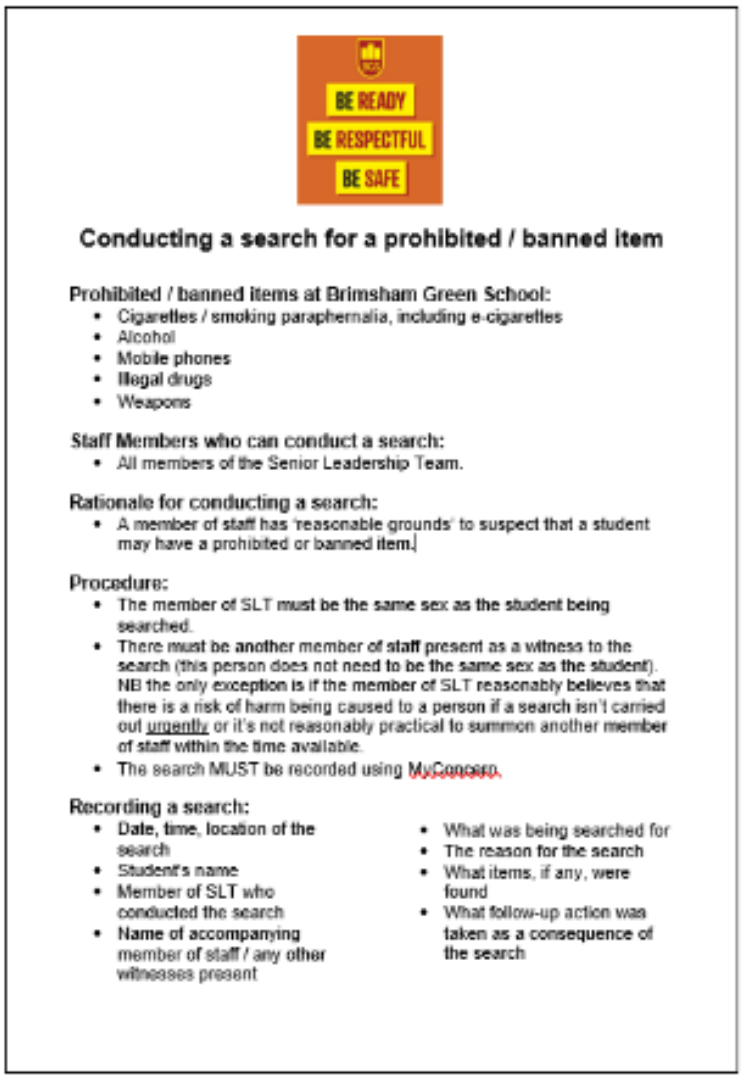
- In most cases, confiscation is a sufficient sanction in itself and the return of the item at the end of the school day will be adequate to reinforce the school rules. However, there may be reasons why the school chooses not to return an item to a student:
- Items of no value, such as a message scrawled on a piece of paper, may simply be disposed of. However, staff are advised to check for emotional or other value before doing so.
- Items of value which should not have been in school or have been misused can be stored safely until a parent / guardian can come to retrieve them. E.g. a cigarette lighter. It would be reasonable to retain the item both to protect property and to enable a discussion with the parent / guardian about the student's smoking habit.
- Items of an illegal or hazardous nature should be retained until handed over to the police or other appropriate agency.
- As a general school rule, confiscated phones will be returned to the parent/guardian at the end of the school day, rather than the student.

Exceptions *could* include:

- Misuse of a phone in a public or school examination. Since disqualification would be a likely outcome, parents should be contacted immediately to discuss the situation.
- If the phone has been used for cyber-bullying, or other inappropriate recording or transmission of images or voice. In this case other school rules will have been breached and serious sanction could be involved.
- Staff have the right to look at images and items if they deem it appropriate as stated in the 2011 Education Act, however this will generally be done for a member of the safeguarding team. In cases of cyber-bullying the student should be asked to reveal such items. If they refuse the local police can be involved.

Weapons

- The 2011 Education Act allows members of staff to search, remove and confiscate any items that the school deems as a weapon. This is to be done if possible by a member of the Senior Leadership Team.
- This power extends to other items; *please see Education Act 2011*.
- If a student needs to be searched against their will for illegal drugs or stolen property, that should be done by the police and not the school staff.
- Since searching for weapons could be dangerous, designated staff should exercise both caution and professional judgment. A second colleague should always be present and the sex of the student taken into account. If there is any risk of either personal injury or child protection allegations, the police and/or parents should be asked to attend.


BE READY
BE RESPECTFUL
BE SAFE

Conducting a search for a prohibited / banned item

Prohibited / banned items at Brimsham Green School:
- Cigarettes / smoking paraphernalia, including e-cigarettes
- Alcohol
- Mobile phones
- Illegal drugs
- Weapons

Staff Members who can conduct a search:
- All members of the Senior Leadership Team.

Rationale for conducting a search:
- A member of staff has 'reasonable grounds' to suspect that a student may have a prohibited or banned item.

Procedure:
- The member of SLT must be the same sex as the student being searched.
- There must be another member of staff present as a witness to the search (this person does not need to be the same sex as the student). NB the only exception is if the member of SLT reasonably believes that there is a risk of harm being caused to a person if a search isn't carried out urgently or it's not reasonably practical to summon another member of staff within the time available.
- The search MUST be recorded using MyConcern.

Recording a search:
- Date, time, location of the search
- Student's name
- Member of SLT who conducted the search
- Name of accompanying member of staff / any other witnesses present
- What was being searched for
- The reason for the search
- What items, if any, were found
- What follow-up action was taken as a consequence of the search

<u>Recording a search</u>

- Use MyConcern to record the search of prohibited items and any search conducted by police officers.
- Records must include:
  - The date, time and location of the search
  - Which student 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
  - Who made contact with the parent/guardian.

Power to use reasonable force

Members of school staff have a legal power to use reasonable force in certain circumstances to prevent a pupil from:

- committing an offence;
- causing injury or harm to themselves or others;
- causing significant damage to property; or
- seriously disrupting the orderly operation of the school.

The use of reasonable force must always be **necessary, proportionate and lawful** in the circumstances. Staff should use no more force than is necessary to achieve the intended outcome and for no longer than is necessary.

The school's approach is to prevent the need for physical intervention wherever possible. Staff should prioritise positive relationships, appropriate behaviour support, early intervention, de-escalation, communication and giving pupils appropriate space and time to regulate. Restrictive interventions should be avoided wherever possible and should be used only when necessary to maintain safety or prevent serious harm, significant damage or serious disorder.

There is **no expectation that staff should routinely intervene physically**. Staff should use their professional judgement and, where circumstances allow, seek assistance from appropriately trained colleagues.

Reasonable force must **never be used as a punishment or as a means of causing pain or humiliation**. Any intervention must respect the pupil's dignity and take account of their individual circumstances.

Where reasonable force is used, staff should:

- use the minimum level of force necessary and for the shortest time necessary;
- use their professional judgement and any relevant training;
- consider the risks associated with the intervention and the pupil's individual needs;
- stop the intervention as soon as it is safe to do so;
- seek medical assistance where necessary; and
- report and record the incident in accordance with the school's procedures.

Particular care must be taken when using reasonable force in relation to pupils with **SEND, disabilities, medical conditions or other vulnerabilities**. Staff should consider any known individual risk assessments, behaviour support plans or reasonable adjustments and should take account of the school's duties under the Equality Act 2010.

Restrictive interventions

A restrictive intervention is an intervention intended to prevent, restrict or subdue a pupil's movement. This can include physical restraint and certain non-physical interventions.

Restrictive interventions should be:

- necessary to prevent harm or serious disorder;
- proportionate to the circumstances;
- the least restrictive option reasonably available;
- used for the shortest time necessary; and
- carried out in a way that protects the pupil's safety and dignity.

Staff must not use a restrictive intervention that deliberately interferes with a pupil's airway, breathing or circulation, or otherwise places the pupil at an unacceptable risk of injury.

Seclusion

Seclusion is a non-disciplinary intervention in which a pupil is kept in a place away from others and prevented from leaving. Seclusion must not be used as a punishment or as a routine behaviour-management strategy. Where seclusion is necessary as a safety measure, it must be proportionate, used for the shortest time necessary and subject to appropriate monitoring and recording. The school will follow the current Department for Education requirements concerning the recording and reporting of significant incidents involving restrictive interventions and the use of seclusion.

Recording, reporting and review

Significant incidents involving the use of force will be recorded on MyConcern and reported in accordance with the school's procedures and the current Department for Education guidance, *Restrictive interventions, including use of reasonable force, in schools*.

Records should include sufficient information to explain:

- what happened before the intervention;
- why the intervention was considered necessary;
- what intervention was used;
- the duration of the intervention;
- who was involved and who witnessed the incident;
- any injury or medical treatment required; and
- any follow-up action or support provided.

Parents/guardians will be informed of significant incidents in accordance with the current statutory requirements. Following an incident, the school will consider whether the pupil requires additional support and whether changes to the pupil's behaviour support, risk assessment or reasonable adjustments are necessary. The school will also consider whether there are any lessons for staff practice, training or wider school procedures. The school will monitor the use of restrictive

interventions and reasonable force to identify patterns, reduce the need for future interventions and ensure that interventions are being used lawfully, safely and proportionately.

Disability, SEND and behaviour

- The school is committed to ensuring that its behaviour expectations and responses are fair, consistent, inclusive and accessible to all pupils. The school will comply with its duties under the Equality Act 2010 and relevant special educational needs and disability (SEND) legislation and guidance.
- The school recognises that some pupils with SEND or disabilities may experience difficulties with communication, emotional regulation, sensory processing, social interaction, attention, executive functioning or other aspects of school life which may affect their behaviour. However, the school will not assume that a pupil's SEND or disability has caused particular behaviour on any individual occasion. Each situation will be considered on its own circumstances.
- When responding to behaviour by a pupil with SEND or a disability, the school will consider:
    - whether the pupil's SEND or disability may have contributed to the behaviour;
    - whether there were identifiable triggers, barriers or unmet needs;
    - whether the pupil has appropriate support in place;
    - whether reasonable adjustments to the school's behaviour expectations, procedures or sanctions are required;
    - whether the pupil's behaviour support plan, individual risk assessment, EHCP or other relevant plan needs to be reviewed;
    - whether additional support, intervention or advice from the SENCO or other appropriate professionals is required; and
    - the impact of the behaviour on other pupils and staff, including their right to a safe and orderly learning environment.
- The school will make reasonable adjustments where required to avoid disabled pupils being placed at a substantial disadvantage. Reasonable adjustments may include adjustments to how behaviour expectations are communicated, how a sanction is delivered, the timing or location of a sanction, access to a regulated space, additional adult support, or other appropriate adaptations. The nature of any adjustment will depend on the individual pupil and circumstances. education inspection -
- Reasonable adjustments do not mean that a pupil with a disability or SEND is exempt from the school's behaviour expectations. Disabled pupils may still be subject to proportionate and lawful sanctions where appropriate. The school will ensure that any sanction is considered on an individual basis and is not discriminatory.
- Where a pattern of behaviour suggests that a pupil's needs may not be adequately identified or supported, the school will consider whether further assessment or

support is required. This may include consultation with the SENCO, pastoral staff, parents/carers and, where appropriate, external professionals or the local authority.

- Where a pupil has an Education, Health and Care (EHC) Plan, the school will have regard to the provision and outcomes specified within the plan when considering behaviour and support. Where appropriate, the school may seek an early review of the EHC Plan if there are significant or continuing concerns about behaviour or whether the provision remains appropriate.
- The school will also consider the needs of pupils with SEND when applying sanctions such as detention, suspension or exclusion. Any decision will take account of the individual circumstances, the pupil's disability or SEND, relevant reasonable adjustments and the need to maintain a safe, calm and orderly environment for all pupils and staff.
- Staff should seek advice from the SENCO, Designated Safeguarding Lead or other appropriate member of staff where they are unsure whether a pupil's SEND or disability may be relevant to their behaviour or whether an adjustment may be required.
- The school will keep the effectiveness of behaviour support and reasonable adjustments under review and will make changes where appropriate. The aim is to ensure that pupils with SEND and disabilities are supported to meet the school's high expectations while maintaining the safety, dignity and educational entitlement of all members of the school community.
- The school will monitor behaviour, including negative referrals, isolation, suspension and use of reasonable force by protected characteristic and vulnerability group to identify any disproportionate impact.

Appendix D: MOBILE PHONES & DIGITAL TECHNOLOGY: A mobile free community.

Context
We are a mobile free school community.

The Policy
1. Students may carry mobile phones in school, provided they are **switched off in their bags**.

2. Phones may be used on the way to and from school, but not on the school site at any time.

3. Any telephone communication between students and parents/guardians during the school day should be via the school switchboard, avoiding a range of difficulties which can otherwise arise.

4. Students carrying phones do so at their own risk. The school cannot be held responsible for loss, theft or damage to phones brought into school. *Although in case of theft or wilful damage our usual investigations and disciplinary sanctions would apply.*

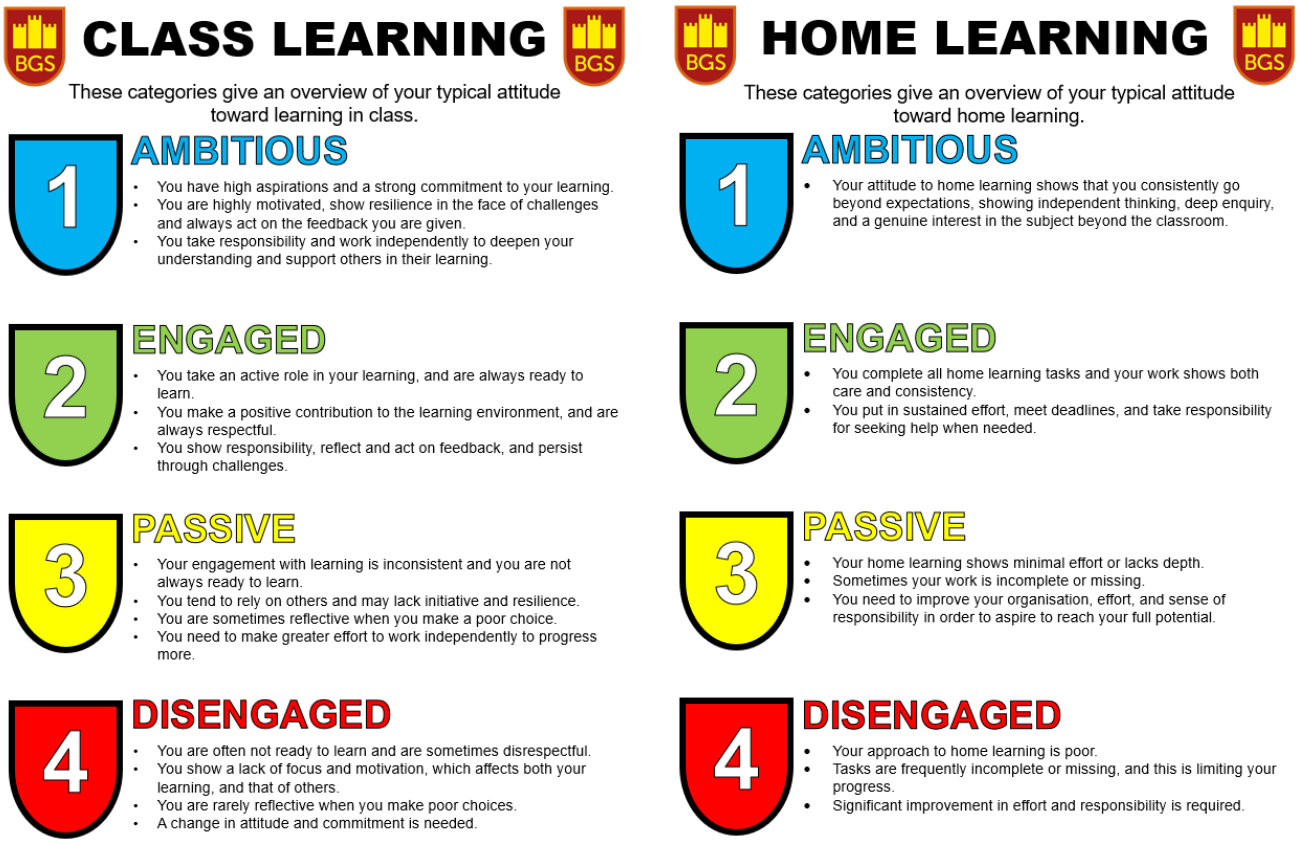
5. If a student is seen using a phone on the school site, it will be confiscated and returned to their parent/guardian at the end of the school day.

6. If a phone is used for photography, video or audio recording, or any form of cyber bullying, school staff may ask the student concerned to play back the relevant recording or do this themselves. In extreme cases, they may hand the phone to the police for examination. Such a situation would normally result in a more severe sanction under the school's disciplinary policy.

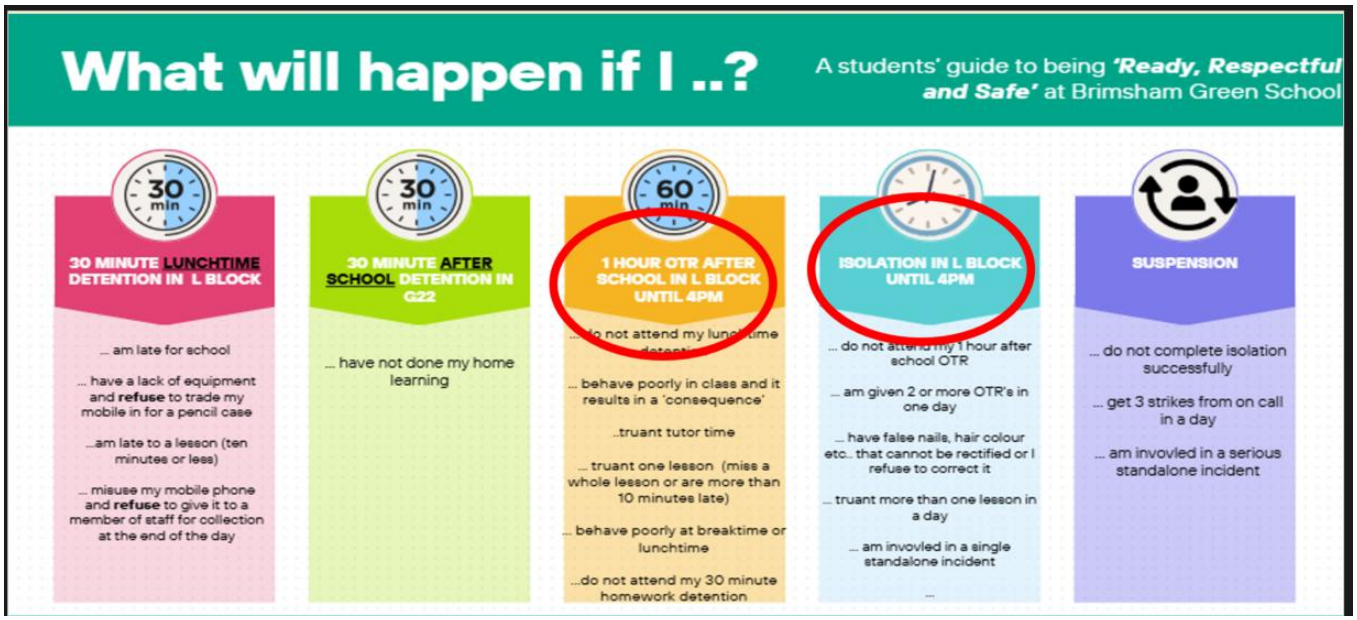
7. Phones are banned, by examination regulations, from all public examinations and must always be switched off and left outside the exam room. A breach of these regulations could result in the student being disqualified from that exam and possibly all other exams administered by that examination board. We apply the same policy to our internal school mock examinations.

Conclusion
We believe that this simple policy, if followed and supported by **all** members of the school community, allows us to maintain student safety, and avoid the problems of inappropriate communications, improper filming / recording, cyber-bullying and distraction in class.

Appendix E: Learner Profile Scale



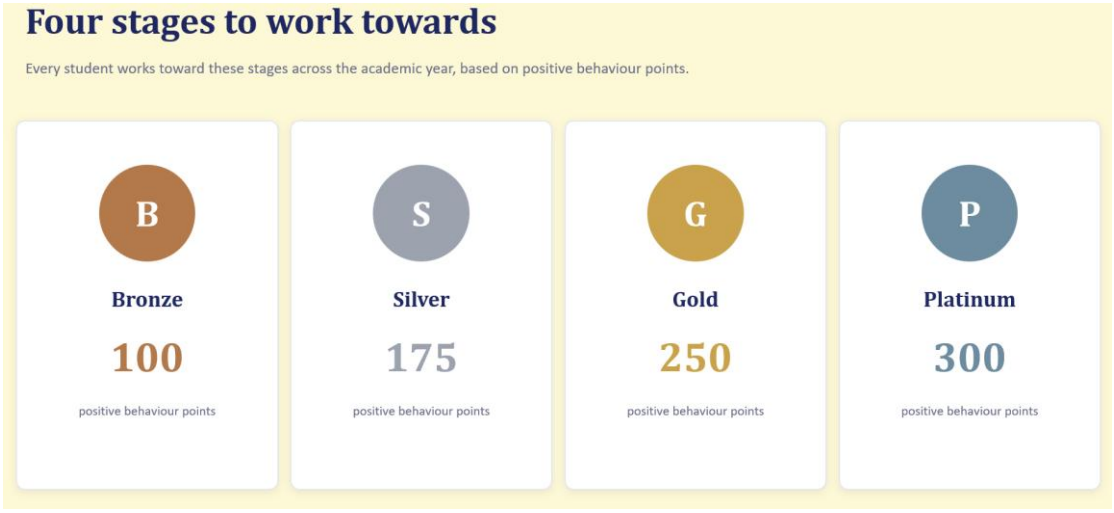
Appendix F: Owed Time and Reparation



Appendix G: Rewards - Celebrating Achievements

Type	Award	Reason Given	Frequency
Praise/ Recognition	• Verbal praise from teacher or other adult • Praise recorded during formative marking • Name appears on Brimsham's Best Crest	• Reflecting Brimsham Values • Good approach to learning in a single lesson • Positive contribution to lesson • Responding positively to any specific target given	• Awarded on an ad-hoc basis • Brimsham's Best Crest is displayed and used in every lesson
Positive Referral	• Positive referral recorded on Satchel:One and monitored and recognised by tutor during tutor time	• Reflecting Brimsham Values • Good approach to learning sustained over time • Positive contribution to lesson sustained over time	• Awarded on an ad-hoc basis • Monitored weekly by Tutor during 'House Keeping'
Contact with Home	• Positive Friday phone call • Postcard sent via post • HOH letter sent via post	• Role modelling Brimsham Values • Going above and beyond what is expected • 'Going Green' or beyond on LPS • Significant contribution to the community	• Awarded on an ad-hoc basis • Monitored termly by Pastoral Team • LPS scores monitored by HOH
Celebration assembly	• Attendance Awards • Outstanding number of positive referrals • Excellent average LPS	• Outstanding contribution to the community • Exceptional approach to learning • Outstanding work • 100% attendance	• Termly through the House celebration assembly
Special Recognition	• Awards' Evening invitation • Termly celebration event invitation (Student Reward System – SRS)	• Awarded yearly by subject teachers for achievement and progress • Achieving excellent attendance, conduct and approach to learning sustained over the term	• House Celebration Evenings held at the end of Term 6 • 'SRS' celebration event held at the end of every term

Positive stages



BRIMSHAM GREEN SCHOOL POLICY / PROCEDURE DOCUMENT			
DATE ORIGINATED	December 2013	TITLE: Relationships, Reparation and Recognition Policy (Behaviour for Learning)	
LAST REVIEW	September 2026		
NEXT REVIEW	September 2027		
OWNER	J Hewitt		

Appendix H: Summary of consequences

Action	Behaviour	Teacher Action	Consequences	Follow up
Chance	• Low level disruption e.g. shouting out, silly or distracting behaviour, name calling • Not following instructions	• Reminder given by teacher	• Student is given a chance to change their behaviour	
Action	• Continual disruption in the classroom • Repeated shouting out • Repeatedly not following instructions • Continual name calling / bullying	Teacher records as an 'action ' on Satchel:One Actions *could* include: • Move seat within the classroom • Student is sent out of lesson for a short period of time • Confiscate mobile phone/ item & give to student receptionist for student to collect at the end of the day	• Student is moved seats and/or spoken to outside the classroom	

Consequence	• Unacceptable behaviour continues • Student is rude to the teacher • Silly behaviour that contravenes Health and Safety • Unwilling to cooperate or take part in the lessons • Defiant behaviour • Being late to the lesson • Not completing H/L • Truanting all or part of the lesson	(i) For lateness to a lesson, teacher issues a 30 minute lunchtime detention (ii) For not completing Home learning, teachers issues a 30 minute after school detention (iii) For poor behaviour, student is removed to "buddy class" within the faculty/dept. (iv) Teacher issues an O.T.R using Satchel:One	(i) Student attends lunchtime detention (ii) Student attends a 30 minute after school detention (iii) Student attends O.T.R. (including for reparation conversation)	• Teacher provides work for student in buddy classroom and in O.T.R. • Teacher attends O.T.R. for reparation conversation.
Extreme behaviour/staff on call	• Dangerous or threatening behaviour. • Refusal to be buddied (*see below for further information*).	• On call staff are called if student is refusing to move • On call staff will talk to class teacher and agree if student needs to be buddied to another classroom, an office, or isolation for the remainder of the lesson, or day. • Teacher records a negative referral on Satchel:One	• Depending on the severity of the incident, a student could be isolated or suspended for a period of time • Student attends O.T.R. for reparation •	• Teacher provides work for student in buddy classroom and in O.T.R. • Teacher attends O.T.R. or isolation room for reparation conversation.

Making every day – preventing things from escalating	
All situations should be dealt with initial within the department, where it's not possible to resolve a situation, on-call are to be called.	
Strike 1 • On call staff to support with taking student to buddy classroom or to SLT office for remainder of the lesson, if the student has refused the classroom teacher and HOD • On call staff contact home to support student in making a positive choice • Teacher issues O.T.R • On-call record on sheet	Refusal to be buddied Student truanting
Strike 2 • Student is removed to the isolation room for the remainder of the day • On-call record on sheet	• Student repeats behaviour seen earlier in the day • Student refuses to follow the instructions of member of staff on call
Strike 3 • Student is suspended (most likely for the remainder of the day or the following day)	Student refuses to be isolated or their behaviour in ISO is poor (students and staff will follow the same chance, action and consequence in ISO)

BRIMSHAM GREEN SCHOOL POLICY / PROCEDURE DOCUMENT			
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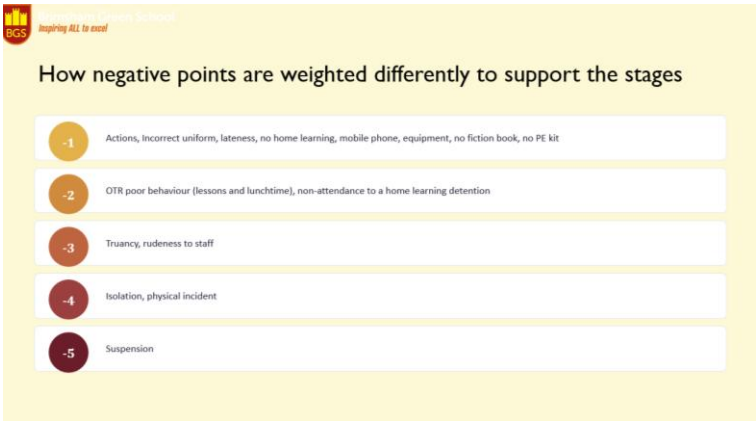
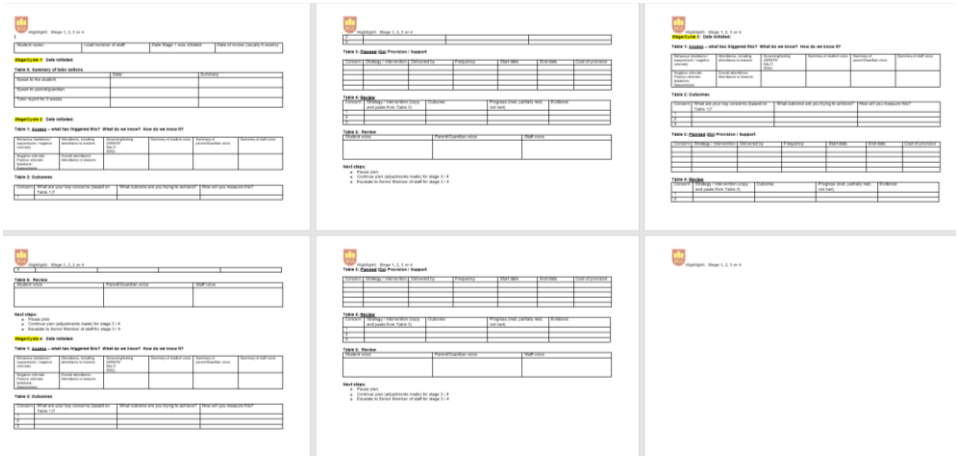
LAST REVIEW	September 2026		
NEXT REVIEW	September 2027		
OWNER	J Hewitt		

Appendix I – stages





Appendix J Ready, respectful, safe poster