



# **BEHAVIOUR POLICY**

## **VISION STATEMENT**

“Our school aims to create a safe and stimulating learning environment which encourages self-esteem and opportunities for self-expression. This will ensure that every child can achieve their full potential in order to prepare them for life in Modern Britain”.

# MEADOWS PRIMARY SCHOOL AND NURSERY

## BEHAVIOUR POLICY

**'If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be'.**

**Goethe.**

**Our school motto is that "We enjoy learning, achieving and celebrating success together".**

### **School Principles**

We believe:

- Everyone is of equal value and will be valued equally regardless of sex, race, social status or religion;
- It is everyone's responsibility to help make our school a happy place where everyone can be successful;
- Everyone is responsible for their own behaviour.

We endeavor to:

- Maintain a learning environment in which everyone can do their best;
- Encourage children to behave well and take pride in this;
- Enable children to take their place in society as responsible people;
- Encourage children to choose self-control and self-discipline when they meet situations that test their behaviour;
- Help children understand the values and appropriate conduct in school;
- Encourage children to discuss their behaviour and how to improve it when desirable;
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

We expect that:

- Children will behave in a manner that supports teachers to teach and each other to learn;
- Staff will comment on good behaviour and celebrate and reward it;
- The education of the majority of children will be protected from disruption from any minority of badly behaved children;
- Bad behaviour will be met with consequences.
- Teachers will teach explicit behaviour through SEAL and PSHE.

Our school behavior policy covers all aspects of the school day including Breakfast Club and After School clubs

## **5 'R's'**

- Respectful
- Responsible
- Resourceful
- Resilient
- Reliable

We have looked at each of the 5 'R's' and tried to explain them in a clear way so that everyone understands what we are aiming for.

### **Autumn 1**

#### **Respectful**

Being respectful means that we are caring and kind

A respectful person...

- has good manners
- thinks of others
- listens carefully
- is helpful
- shares

### **Autumn 2**

#### **Responsible**

Being responsible means that we look after ourselves and others and always act sensibly

A responsible person..

- is well organised
- can be trusted
- makes good choices
- thinks ahead
- follows rules

### **Spring 1**

#### **Resourceful**

Being resourceful means that we find ways to get the jobs done

A resourceful person....

- asks good questions
- thinks for themselves
- tries different ways of doing things
- knows what to do when stuck
- solves problems

### **Spring 2**

#### **Resilient**

Being resilient means that we have 'stick – ability'

A resilient person....

- is confident
- keeps trying
- keeps focused
- learns from mistakes

- Bounces back

## **Summer 1**

### **Reliable**

Being reliable means that we don't let people down

A reliable person....

- can be counted on
- is fair
- is honest
- tries their best
- is a good team player

## **Summer 2** - Revisit all of the 5 R's in summer 2

Examples of desirable behaviour:

- Respect shown to each other;
- Courtesy and good manners at all times;
- Help to learn what is right and wrong
- Co-operation and working together;
- Recognition of the achievements of others;
- Behaviour that is reliable, trustworthy and responsible;
- Respect shown to our school environment and belongings;
- Care taken of own belongings and those of others.

### **Focus on**

- One of 5 R's every half-term and revisit during the final half-term.
- Children are given 5R awards during the commendation assembly.
- Whole school 5R display in hall and class display in every classroom.

Nursery to focus on Respectful

## **Our School Values**

At Meadows we aim to be a School based on values. A Value is a principle that guides our thinking and our behaviour.

At Meadows, every individual is valued for who they are and what they contribute to the school. Values are intended to support the personal, social and spiritual development of every pupil throughout the school.

The whole staff team, parents and pupils are involved in promoting values and recognising where others are 'living the values'. The values developed have been selected after consultation with pupils and School Council members as values which are important within the school community and which will be important throughout life

It has become very clear which values are important to our Meadows community. There will be 11 values each academic year (one per month) over a two year cycle.

## **Rules**

Our rules will;

- Help us to respect others and behave towards one another as we wish them to behave towards us;
- Help make everyone feel valued and safe;
- Protect the learning environment;
- Instruct everyone about expected behavior;
- Help set the boundaries for acceptable behaviour, which if crossed means there will be consequences.

The following school rules are displayed in the hall and in classrooms. Individual classes may also have their own class rules/charter and whole school expectations.

Parents and children sign a 'Home School Agreement' as part of the admission process.

## **School Rules**

- Walk and talk quietly inside school
- Look after the school
- Be kind, caring and helpful to one another
- Speak to others the way you would like to be spoken to
- Keep your hands and feet to yourself
- Treat the school and its property with respect
- Call people by their proper name.

## **Playground Rules**

- Keep your hands and feet to yourself
- Use all school equipment properly
- No lifting children during playtimes
- Always tell an adult if there is a problem
- Adventure playground only to be used during school time

The class with the most 'Green Cards' have additional playtime

## **Dining area Rules**

- Eat with a knife and fork
- Walk in the hall
- Talk quietly
- Pick things up from the floor
- Put up your hand if there is a problem
- Eat with your mouth closed
- Don't talk when you are eating

## **How to speak to others**

- Speak to others the way you would like to be spoken to
- Speak in a quiet, calm voice
- Stand still, listen and look at the person who is speaking
- Wait until the person has finished speaking before speaking yourself
- Speak politely and say thank you, sorry, please and pardon

## **Encouraging Good Behaviour**

Children need to be praised to raise their self-esteem. If they feel good about themselves they will perform better.

Children in school are complimented on their good behaviour and high standards are commented on in a positive way.

We believe that good behaviour should be consistently rewarded.

Throughout the school there are regular opportunities to celebrate effort and achievement.

## **Rewards**

- Verbal praise; smiling, thumbs up(brilliant, super, fantastic, wonderful etc)
- Stickers, stamps and smiley faces, praise pads:
- Sharing good behaviour, kindness and work with others;
- Team points, 2, 5, 10; (lunchtime)
- Class awards and certificates;
- Notes home from staff;
- Golden time – charts in all classrooms (Teachers to give)
- Golden time is given but not taken away
- Green cards given for lining up at playtimes.
- Names in a jar, prize boxes, wow moments, behaviour ladders
- Commendation certificates.
- Prize boxes
- Raffle rewards
- Wow moments

Every school day is a new day for children.

## **Commendation Assembly**

A weekly whole school commendation assembly provides the opportunity to share **“achievements and celebrate success together”**.

Celebration assembly at the end of each half-term.

## **School Teams**

All children and staff will join one of the following school teams:

- **Reynolds - green**
- **Wilkinson - yellow**
- **Telford - red**
- **Darby - blue**

Each team will have a captain and vice captain elected once a year from year 6.

All children and staff will have team badges to wear.

Each class will have a board for displaying team points and the main display will be situated in the school hall.

Team captains will be responsible for counting team points.

A team assembly will be held at the end of each half term when the team cup will be awarded to the winning team.

## **Sanctions**

<b>Green -</b>	<b>Expected behaviour</b>
<b>Amber</b>	<b>First verbal – child reminded of school rules</b>
<b>Red</b>	<b>Second verbal – reminder</b>

When a child's behaviour is unacceptable and staff decide that a sanction is necessary, then the following stages will be referred to and the most appropriate course of action determined:

1. The child is reminded of the school/class rules
2. Class behavior tracker system based on traffic lights – starting on green. Green, Amber, Red - 5 minutes missed at playtime/lunchtime within own class.
- 3 Time out within own classroom
- 4 Time out to another classroom within the phase
- 5 Compensation tasks eg: wiping graffiti from walls, picking up books etc knocked over.
- 6 Playtime/lunchtime detention within the classroom. KS1 children may have an isolation.
- 7 Thursday lunchtime detention for KS2 children by class teacher. Letters to be sent to parents prior to detention. Detention reflection forms to be completed and sent to Head for school file.
- 8 After three detentions a meeting to be made with parents
- 9 Child may be given an internal exclusion
- 10 Child may be put onto a modified time-table via the school's behavior committee.
- 11 Child may be referred to Fair Access Panel for additional support, behavior unit placement or a managed move (Telford & Wrekin Fair Access Panel Protocol)
- 12 The child is excluded for a fixed period.
- 13 The child is permanently excluded.

It may be that the class teacher frequently reminds a child of the school rules (level1) or sends them to have 'time out' (3), but no further action is taken. Or it may be that a child's sudden bad behaviour means the action outlined at a later level eg. Level 4 is taken immediately.

In the case of children with particular behaviour problems, those who have a statement of educational need or those with a disability the above procedures will be followed but may include individual programmes developed with the involvement of parents, learning mentor and other agencies eg learning and behaviour service. For children who have a statement of special educational need, a review of allocation of the pupil's support will take place, their parents will be informed and time managed to best help the child.

## **Lunchtimes**

At lunchtimes children are expected to abide by all the school rules and it is the role of the supervisor to oversee this. If a child persistently disobeys a supervisor then the senior supervisor will make a decision who to contact next. If necessary the headteacher will follow up the incidents and a child may miss playtime the following day.

- If necessary refer to SEAL – 'getting on and falling out'

There may be an arrangement for children to go home for lunchtime with the agreement of parents.

## **Unacceptable Behaviour**

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation.

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a sanction. Categories include:

- violent behaviour or hurting others;
- deliberate offensive language (including racial abuse), homophobic comments, cyber bullying: Transphobic comments
- deliberate rudeness;
- name calling;
- vandalism;
- disregard for school rules and procedure;
- theft;
- bullying;
- Sexual harassment.
- Uniform
- Hair code
- Homophobia/Transphobia (See attached Transgender policy also Equality Policy)

- Cyber Bullying

If a child's behaviour in KS2 falls into any of the above categories they will receive a lunchtime detention on a Thursday. Forms and records of incidents will be kept as evidence. A letter will be sent to parents with a reply slip.

### **Evacuation of children**

If a child has become violent and are a danger to themselves or others it may be necessary to evacuate the class. Children to go to a link class/area and at least two adults to remain with the child. A red card to be sent to a senior member of staff.

### **Additional Courses of Action**

It may be that, as well as, or instead of, disciplining a child, one of the courses of action are taken:

- Consultation between staff, including the headteacher and SENCO.
- Discussion with a child's parents to keep them informally apprised of their child's behaviour difficulties (eg via a phone call or a meeting).
- A school based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be a **Behaviour Support Plan** or a **Pastoral Support Plan**.
- Advice from or referral to the Behaviour Support Team or other external agencies (e.g. L.S.A.T or E.P).
- Formal meetings, to include parents and others when appropriate, may be arranged by the headteacher to consider the best ways forward. At this stage it may be necessary to complete a **Common Assessment Form** and arrange a **Team Around the Child** meeting.

## **Anti-Bullying**

### **1.0 Introduction**

- 1.1 The governors and staff of Meadows primary School and Nursery fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.2 All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- 1.3 All governors and staff believe that bullying will not be tolerated in any form and is defined to mean;

***“Deliberate hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves”***

- 1.4 The aims of this policy are:
  - 1.4.1 To support the child's development in ways that will foster security, confidence and independence.
  - 1.4.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard bullied children, and of their responsibilities in identifying and reporting possible cases of this form of abuse in line with Local\*\* and National procedures and guidance\* \*\*.
  - 1.4.3 To provide a systematic means of monitoring children known or thought to be at risk of harm from bullying.
  - 1.4.4 To emphasise the need for good levels of communication between all members of staff.
  - 1.4.5 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected bullying abuse.
  - 1.4.6 To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
  - 1.4.7 To ensure that all adults within our school who have access to children have been checked as to their suitability, and make them aware that bullying has no place in or out of school.

## **2.0 Procedures**

- 2.1 Our school procedures for safeguarding children will be in line with Children Services Authority (CSA)\* and Local Safeguarding Children Board (LSCB)\*\* procedures. We will ensure that:
  - 2.1.1 We have a designated member of staff for Child Protection who undertakes regular training, where bullying is identified as abuse in its own right.
  - 2.1.2 We have a member of staff who will act in the Designated Person's absence and deal with any bullying issues.
  - 2.1.3 All members of staff develop their understanding of the signs and indicators of bullying and its direct abuse.
  - 2.1.4 All members of staff know how to respond to a pupil who discloses bullying.
  - 2.1.5 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures\*\*, or information on how access them on line.
- 2.2 Our procedures will be regularly reviewed and up-dated.

- 2.3 All new members of staff will be given a copy of our anti bullying policy as part of their induction into the school.

***\*DfES/0027/2004 Safeguarding Children in Education***

***\*\* Telford & Wrekin Local Safeguarding Children Board Procedures (posted on OLE & Borough of Telford & Wrekin Websites)***

***\*\*\*Working together to Safeguard Children HM Government 1999(to be revised 2005)***

### **3.0 Responsibilities**

3.1 The Designated Person is responsible for:

- 3.1.1 Adhering to the LSCB, CSA and school procedures with regard to referring a child if there are concerns about possible bullying abuse.
- 3.1.2 Keeping written records of bullying and concerns about a child even if there is no need to make an immediate referral for action.
- 3.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- 3.1.4 Ensuring that an indication of further record-keeping is marked on the pupil records.
- 3.1.5 Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Children's Social Services.

### **4.0 Supporting Children**

- 4.1 We recognise that a child who has intermittent or persistent abuse by bullying may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Contrary to that, we recognise that this stability could be compromised if bullying is not taken seriously. This will be addressed as soon as it is known or signs of it prevalent.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all pupils by:
- 4.4.1 Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.
- 4.4.2 Promoting a caring, safe and positive environment within the school and promoting respect between others in and out of school. Wherever possible/appropriate delivering anti bullying messages in curriculum based activity.

- 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children; including, wherever possible, the school in thematic Local and National anti bullying campaigns.
- 4.4.4 Notifying Children's Social Services as soon as there is a significant concern.
- 4.4.5 Providing continuing support to a pupil about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

## **5.0 Confidentiality**

- 1. We recognise that all matters relating to bullying and general Child Protection are confidential.
- 2. The Headteacher or Designated Person will disclose any bullying information about a pupil to other members of staff on a need to know basis only.
- 3. All staff must be aware that they have a professional responsibility to share bullying information with other agencies in order to safeguard children\*\*\*.
- 4. All staff must be aware that they cannot promise a child to keep secrets, but a child's concerns must be sensitively handled in the case of those perpetrators of the bullying, where cessation is the key outcome and re assurance for the victim paramount.

## **6.0 Supporting Staff**

- 1. We recognise that staff working in the school who have become involved with a child who has suffered harm from bullying, or appears to be likely to suffer harm from bullying may find the situation stressful and upsetting.
- 6.2. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support as appropriate.

## **7.0 Allegations against staff**

- 1. We understand that a pupil may make an allegation of bullying against a member of staff. This will be treated like any other form of abuse.
- 2. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.
- 3. The Headteacher on all such occasions will discuss the content of the allegation with the Principal Officer Child Protection for Schools & Early Years, or in their absence the Safeguarding Advisory Service.

4. If the allegation made to a member of staff concerns the Headteacher, the Designated Person will immediately inform the Chair of Governors who will consult with the Principal Officer for Schools & Early Years.
5. The school has adopted policies for managing allegations against staff, a copy of which will be readily available in the school.
- 7.5.1 If such an allegation is made, the member of staff subject to the allegation will be assigned a designated HR contact to support them through the process.
- 7.5.2 Soon after the allegation is made, a decision will be taken as to whether a Joint strategy Meeting needs to be convened to discuss the matter further.
- 7.5.3 If it is decided at that meeting that an investigation should commence, this may be initially led by the Police and Social Services, prior to it being referred back to the Local Authority to investigate under agreed disciplinary procedures.

## **8.0 Whistleblowing**

1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
2. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

## **9.0 Racist Incidents**

1. Our policy on racist abuse by bullying is set out in a separate document and acknowledges that repeated racist incidents of bullying or a single serious incident may lead to consideration under child protection procedures.

## **10.0 Prevention**

- 11.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 11.2 The school community will therefore:
  - 11.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk about bullying and are always listened to, whether they are the victim or the perpetrator.
  - 11.2.2 Ensure that all children know there is an adult in or out of the school setting whom they can approach if they are worried or in difficulty in

regards to bullying as a specific issue. Access to helpline numbers will be displayed and encouraged.

- 11.2.3 Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## **12 Health & Safety**

- 12.1 Policies on Health & Safety are set out in a separate document. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

For further assistance, please contact:

Safeguarding Hot Desk: 01952 385700

### **Leaving the classroom or school grounds without permission**

If a pupil runs out of a class we will establish where he or she has gone. Teacher must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

See attached check list.

### **Physical Intervention**

1. We have adopted a policy on Physical Intervention and understand that staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
2. We recognise that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
3. This policy is in line has been adopted in line with the local authority policy on Physical Intervention.

## Appendix added March 2012

### Use of Reasonable Force

Guidance from the Department for Education 2011.  
Education and Inspections Act 2006.

#### What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### Who can use reasonable Force?

- (i) All members of school staff have a legal power to use reasonable force.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behavior that disrupts the behavior of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Prevent pupils from damaging property.

#### Schools cannot

- Use force as a punishment – **it is always unlawful to use force as a punishment.**

The school has a legal duty to make reasonable adjustments for disabled children and children with SEN.

### **Other physical contact with Pupils**

- (i) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- (ii) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

### **Allegations of Misconduct**

- The school and local authority have a duty of care towards employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal aggregation following a use of force incident.

### **Searching and Confiscation**

Non-statutory advice from the Department for Education explaining the power to search pupils without consent and to seize and confiscate items found during a search.

#### **This advice relates to:**

- Education Act 1996
- Education and Inspections Act 2006
- Health and Safety at Work Act etc. 1974

#### **Key points**

- School staff can search a pupil for any item banned under the school rules, if the pupil agrees
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

### **Searching with consent**

Schools' common law powers to search:

- School staff<sup>5</sup> can search pupils **with their consent** for any item which is banned by the school rules.

1. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
2. Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other

unacceptable behavior when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

## **Searching without consent**

### **What the law says:**

*What can be searched for?*

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

*Can I search?*

2. Yes, if you are a head teacher or a member of school staff and authorised by the head teacher. But:
  - a. You must if at all possible be the same sex as the pupil being searched; and
  - b. There must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

*When can I search?*

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The law also says what must be done with prohibited items which are seized following a search.

### **Authorising members of staff**

1. Head teachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.

### **Training for a school staff**

There is no legal requirement for a head teacher or authorised member of staff to be trained before undertaking a 'without consent' search.

### **The law says:**

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

### **What the law says:**

- A person carrying out a search can seize anything they have reasonable grounds for suspecting a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

## **Telling parents**

Schools **are not** required to inform parents before a search takes place or to seek their consent to search their child, but it is good practice to inform parents if prohibited items are found.

## **CHILD GOING MISSING FROM SCHOOL DURING THE SCHOOL DAY**

### **Guidance and checklist**

- When a child goes missing from school during the school day there should be clear procedures in place to follow up on their whereabouts.
- All staff should be aware of these procedures.
- Ensure that registers are always up to date and that each child's attendance is accurately recorded.
- Police do not normally record or investigate reports of absences that are clearly truanting. Each case will need to be assessed on the know risks and whether the absence is out of character for the child.
- If a child's absence is reported to the police they will be treated as a missing person; it is therefore important that all reasonable efforts to trace a child should be made first.
- Once the absence is discovered the child's parents/carers' should be contacted immediately. The nature of the absence should be discussed. If the parents/carers' believe that there are risks involved, they should be told to inform the Police on 0300 333 3000 to make a missing person report.
- All missing children should be reported to the police by the end of the school day if not located AND you have been unable to inform their parents/carers.
- If you are not sure if a child should be reported to the police as missing, telephone them for advice.
- For children not arriving at school at the beginning of the school day, follow your school attendance procedures; ensure that you have specific processes in place for children who fall into the high risk/vulnerable category.

**When a child is identified as missing during the school day, complete the attached checklist:**



# MEADOWS PRIMARY SCHOOL AND NURSERY

## *TRANSGENDER POLICY*

Meadows Primary School and Nursery values all its pupils and staff equally. We will neither practise nor allow any discrimination based on gender identity.

Recognising the existence of transphobia in society, our school will ensure the following:

- ✓ Staff and pupils will not be denied fair and equal treatment because of their gender identity.
- ✓ All areas of the curriculum and resources will be closely monitored to see that they do not rely on gender stereotypes and that they contain no transphobic material.
- ✓ Transphobic abuse, harassment and bullying (e.g. name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions) are serious disciplinary offences and will be dealt with promptly under the appropriate procedure.
- ✓ Staff will not be excluded from employment, promotion or any employee benefit because of their gender identity.
- ✓ Staff or pupils who wish it to be known that they are transgender will be provided with a supportive environment. However, it is the right of the individuals to choose whether they wish to be open about their gender identity. To “out” someone, whether staff or pupil without that person’s permission is a form of harassment, and will be treated as such.
- ✓ Assumptions will not be made that partners are always of the opposite gender.
- ✓ Transgender issues will be included in equality training.
- ✓ Staff and pupils will be provided with a confidential procedure for reporting any transphobic bullying.
- ✓ Monitoring of complaints of transphobic abuse, harassment and bullying, and of the school’s readiness to deal with such cases, will be undertaken at least once a year.
- ✓ The Ofsted self-evaluation form will include reference to transphobic bullying and the measures the school has in place to tackle it.

- ✓ Staff undergoing medical and surgical procedures related to gender confirmation will receive positive support from the school to meet their particular needs during that period.
- ✓ Transgender staff and pupils come from diverse backgrounds and the school will strive to ensure that they do not face discrimination either on the grounds of their gender identity or with regards to other aspects of their identity (e.g. race. age. religion, disability, belief).

Overall, Meadows primary School and Nursery aims to create an environment in which all staff and pupils, whatever their gender identity, feel equally welcome and valued and in which transphobic behaviour is not tolerated.

**Transphobia is an irrational fear of, and/or hostility towards, people who are transgender or who otherwise transgress traditional gender norms.**