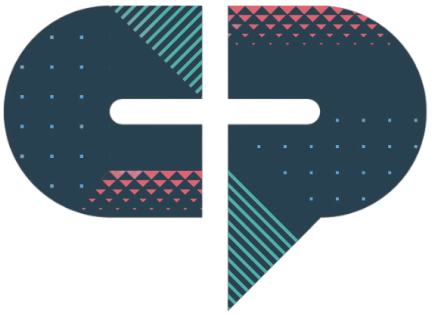
CP RIVERSIDE SCHOOL



BEHAVIOUR POLICY

Period of review	**Annually**
Next review date	**September 2027**

OUR UNDERSTANDING OF BEHAVIOUR AT CP RIVERSIDE SCHOOL

CP Riverside School is committed to providing a learning environment that maintains high standards of behaviour.

We believe students respond well to relationships built on trust, consistency, certainty, and respect. CP Riverside School recognises that maintaining students' engagement in learning and broader interest in the school community also contributes to achieving a positive behaviour culture within our school.

Our collective actions govern standards of behaviour at CP Riverside School. All staff have a professional responsibility to follow the guidelines set out in this policy. We recognise that all staff are role models at all times, and we demonstrate the response we expect from students by the way we behave towards them and our colleagues.

Clear and achievable expectations are at the heart of everything we do. We influence students' actions both through our direct communication with them and through our observed interactions with others. The pride we show in our appearance, the way we move around the school, and our use of positive verbal and nonverbal communication are all crucial in fostering desired responses from students.

TRAUMA-INFORMED BEHAVIOUR MANAGEMENT

Our policy reflects our trauma-informed and therapeutic-aware approach, and our behaviour strategies are both developmentally and trauma-informed. We do not use a 'zero tolerance' or 'one size fits all' approach to distressed behaviour; however, we have high expectations of behaviour for all, and we support those who have difficulty meeting them.

In practical terms, it means we try not to place students in situations they cannot manage. It is vital that our response to their distress is supportive and focuses on how best to support the brain's frontal lobe functioning so they can relate to the world and each other in a healthier way, rather than using punitive sanctions that are detrimental and inappropriate to the child's development.

If we are truly to protect our students and each other, our school approach needs to reflect a differentiated and developmentally appropriate response to behaviours of concern by recognising that behaviour represents an unmet need that may be a result of past Adverse Childhood Experiences (ACE)

ROLES AND RESPONSIBILITIES

The **Governors & Senior Leadership Team** have overall responsibility for:

- Ensuring that this policy, as written, 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 where calm, dignity, and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The **Assistant Principal (Behaviour)** 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 poor behaviour.
- Establishing the standard of behaviour expected by students at the school.
- Determining the school's 'agreed behaviours' and any resultant actions, sanctions or consequences
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents, and students at least once a year.
- Reporting to the Governors and Senior Leadership Team on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Oversee the whole-school approach to care and provision, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural challenges, and how the school engages students and parents about the behaviour of students with SEMH challenges.

The **SENDCO** is responsible for:

- Collaborating with the governing body, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement, and advising on the effective implementation of support.

Teachers are responsible for:

- Planning and reviewing support for students with behavioural challenges in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment and engagement
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural challenges will be able to study the full national curriculum.
- Being responsible and accountable for students' progress and development in their class.
- Entering incidents of poor behaviour on the school's online system.

All members of staff and volunteers are responsible for:

- Adhering to this policy.
- Supporting students in adhering 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 student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.

Students are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/carers are responsible for:

- Supporting their child in adhering to the school's 'agreed behaviours'.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

OUR BELIEFS ABOUT OUR STUDENTS

We believe that:

- ➔ Students want to behave well
- ➔ Students use behaviour as a means of communication
- ➔ With appropriate teaching, support and intervention, students can learn to improve their behaviour and manage themselves well in and around our school
- ➔ Mistakes are part of the learning process; we recognise that all our students are at different stages.

Students want to behave well.

Our students are happiest when they make positive choices, behave well, and are praised and recognised by adults and their peers.

Behaviour is a means of communication.

Students' behaviour towards others can often be taken personally. Students usually display distressed behaviour when they cannot articulate their feelings or needs. Supporting our students in communicating effectively is fundamental to enabling them to self-manage and behave appropriately. Students educated in an alternative education setting often require a personalised approach to understanding and correcting behaviour. Consideration must be given to relationships, engagement, approach and challenge when supporting our students.

Students can learn to improve their behaviour.

Some students at CP Riverside can find learning challenging. Learning new or more appropriate behaviours and responses is a skill, just like reading and writing. We believe that learning how to behave well in a variety of situations requires explicit teaching. As adults, we must have realistic expectations about the rate at which a student will progress in adapting and improving their behaviour.

Mistakes are part of the learning process.

We don't make a judgment when a student falls short of an expectation; instead, we remain consistent and support our students in getting it right next time.

THE IMPORTANCE OF ADULT SUPPORT

Adults can support the students in our school by:

- ➔ Establishing positive and secure relationships

- ➔ Providing a good quality learning experience
- ➔ Understanding each student's individual needs
- ➔ Working in close partnership with parents/carers

Establishing positive and secure relationships.
To build positive and secure relationships with our students, we need to:

- ➔ Build trust and rapport - Trust and rapport must be earned; they're not always freely given. Students in our school may feel they have been rejected or let down by adults and, therefore, find it difficult to trust others. We must show students that we are different if we want students to grow to trust us and believe what we say. We must remain professional and safe at all times, yet create opportunities within the school for students to see us in a different light than the role that we perform.
- ➔ Have high expectations for what our students can achieve and demonstrate our belief in them by supporting them to succeed.
- ➔ Treat all of our students with respect at all times. Use positive language, manners, and gentle reminders to communicate clearly and in a non-confrontational, non-domineering, and accessible way to the student. Listen carefully to each of our students and decide how/when to respond to elicit the most positive reaction.
- ➔ Invest in relationships with students and create time for students to have fun with adults during social times.
- ➔ Consider what is causing the student to behave in a particular way. Behaviour is often a symptom of something that requires identification or a solution. If appropriate, talk to the student or inform relevant staff members.
- ➔ Apologise when a mistake is made. Modelling desired responses will help build trust and respect.
- ➔ Maintain appropriate boundaries for our students.
- ➔ Respect students. Do not talk about them over their heads or in front of other students.
- ➔ Remain non-judgmental about our students' previous life experiences and use any shared information to inform planning for their provision.

Providing a good quality learning experience
If we meet each student at their point of need, it is more likely that behaviour which presents as challenging or confrontational will be reduced. To achieve this, we need to:

- ➔ Accurately assess the student's needs and abilities at the point of referral and again at induction
- ➔ Plan to meet students' needs identified during their induction period
- ➔ Support each student to develop high levels of confidence, positivity, resilience and acceptance in all situations
- ➔ Have high academic and personal expectations for every student who is a member of CP Riverside School
- ➔ Use positive reinforcement frequently when things are going well and minimal feedback for low-level, distressed behaviours.
- ➔ Focus on what we would like each student to do as opposed to the things we do not
- ➔ Know what motivates each of our students, inside and outside the classroom.
- ➔ Involve each student when setting targets for learning and personal development
- ➔ Provide regular, supportive, and accessible feedback to students on their progress. Focus on their achievements to date and what they need to do to make further progress

Understanding each student's individual needs
All staff at CP Riverside are required to consider students' individual needs and circumstances when applying the procedures set out in the Understanding Behaviour Policy. Staff must be sensitive to individual needs, as inappropriate school responses may contravene legislative requirements. Staff are advised to seek as much information about students as necessary, using the knowledge of key staff and information held on school recording systems.

Working in close partnership with parents/carers
Staff at CP Riverside understand the unique insight parents/carers have into their child's development and learning. We recognise that learning begins and continues in the home environment, and parents/carers play an integral role in ensuring that we can deliver a positive educational experience for each student.

We are aware that some parents/carers have received negative communications with previous schools, which may impact their willingness to engage with CP Riverside School. We entrust our coaches and Family Champion

to establish a positive rapport with parents/carers and serve as the first and most consistent point of contact.

OUR APPROACH

Our focus is not on 'fixing' the person or the behaviour of concern itself, and it never uses punishment as a strategy for dealing with behaviours of concern. Our approach is founded upon an understanding that behaviours that challenge serve an important function for those who display them.

Our approach requires assessment and support strategies to be person-centred and grounded in information gathered about the student and their environment. Our approach can be viewed as three tiers of support, recognising that some individuals may find things more challenging and require additional support than others. Our tiers at CP Riverside School are:

Repair (Functioning)
Re-engage (Winning)
Results (Excelling)

RECOGNITION, REWARDS & CONSEQUENCES

The reinforcement of desirable behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person's life. Praise and recognition must be given to a student after they have behaved in a way that gains an adult's approval. For example, a student should receive verbal recognition and a 'ClassChart point' from a member of staff when they have displayed one of the school's character traits: confidence, acceptance, resilience, and excellence.

Rewards are designed to reward desirable behaviour. For example, a student must receive a ClassChart point for arriving on time to the lesson and completing the 'Do Now' activity. At CP Riverside School, rewards are likely to take the form of either ClassCharts points or an experience (e.g., a certificate) and are based on each student's individual preferences. The practice of removing points or rewards that have already been earned bears a strong resemblance to punishment and is therefore incompatible with CP Riverside School's stance on a therapeutic approach. It is not acceptable practice to revoke rewards unless it is deemed necessary for health and safety or safeguarding reasons.

Food should not be given as a reward routinely. In exceptional circumstances, food may be used if this has been discussed and agreed, and it forms part of an action plan that is reviewed regularly and includes a clear plan for fading this reward out as soon as possible.

At CP Riverside School, we do not believe in punishments, but we do believe it is crucial for our students to clearly link a specific behaviour with its consequences. Therefore, the consequences we use are linked to the presented behaviour's function and make sense to the student. For example, if a young person presents with undesirable behaviour to avoid a request, the adults will wait until the young person is calm and restate the request. At the same time, consideration will be given to the reason the student is reluctant to follow this demand, and appropriate proactive strategies will be implemented to reduce the likelihood of this occurring again.

In addition, the staff team will focus on teaching the student appropriate functional skills to enable the student to achieve the same outcome without displaying undesirable behaviour. The consequences may vary for different students in line with their individual needs and the function of their behaviour.

Consequences for undesirable behaviours will only be used with students who are at an emotional stage where they can exercise some control or choice over their behaviour. It is not appropriate to hold a student to account for their behaviour by implementing a consequence when they are at an emotional development stage where they operate from the reptilian brain or when they experience heightened emotions and revert to fight/flight or freeze.

Finally, it is crucial that, after a significant behaviour concern has been displayed, the adults review what happened and whether there was anything that could have been done differently to support the student in managing their own behaviour.

USE OF SANCTIONS/PUNISHMENT

An aversive practice involves the use of an external stimulus to induce changes in behaviour through punishment. By applying an aversive strategy immediately following a specific behaviour, the likelihood of the behaviour occurring in the future may be reduced. However, it is not effective because it does not address the root cause of the behaviour. It may reduce it in the short term, but often it will quickly be replaced by another undesirable behaviour because the cause has not been addressed.

Punishment is defined as a penalty or undesirable outcome that occurs following a behaviour intended to reduce the likelihood of the behaviour occurring again. Punishment in schools often focuses on changing a student's poor behaviour, and it is imposed by adult authority. Research shows that punishment is ineffective for 'discipline' and has serious negative side effects. We believe that you cannot punish students into 'being better'.

We believe there are more positive options for supporting our children and young people to improve behaviours in ways that are more effective and less harmful, leading to more lasting improvements over time.

Punishment must not be used under any circumstances in response to students' behaviour, challenging or otherwise. This includes shouting, isolating, secluding, denying access to curriculum, withholding food, and removing previously-earned rewards. We believe that reinforcing positive behaviour is a far more useful intervention and one that is more relevant to our young people.

At CP Riverside School, we do not use punishment as a behaviour management technique, but we do accept that a fixed-term suspension may be necessary in response to a student's behaviour. For more information regarding suspensions and placement terminations, please read the 'Suspensions and Terminations' section of this policy.

RESTRICTIVE PRACTICES

A restrictive practice is any practice which stops someone from doing something they want to do. All schools need routines, structures, and systems to keep everyone safe, and all students need physical and emotional boundaries to feel safe and secure and succeed.

It is the responsibility of adults to provide clear guidance. Equally, it is important to give children and young people as many choices as possible and as much control over their lives as possible. Therefore, adults will need to put in place some restrictive practices, but need to make sure that they are proportionate, i.e., they will only be used when there is a good reason:

- To keep students and adults safe (e.g., outside gates are locked during the school day)
- To protect their health (e.g., students will be unable to participate in PE if they have sustained an injury)
- To balance the interests of different members of the school community (e.g., resources need to be shared)
- To ensure that children and young people have access to a varied curriculum (e.g., a timetable to follow)
- To prevent damage to resources or the environment (e.g., if a child is likely to break a particular item, they may be prevented from using it)
- To maintain safeguarding and e-safety (e.g., students will be supervised using PCs and Chromebooks)
- To maintain dignity (e.g., students will be required to wear a uniform on a daily basis)

Adults will always say 'no' calmly and may use an alternative word, such as 'later' or 'first/then'. Where possible, adults will explain the reason for any restrictive practice and will seek to offer a positive alternative which the student can accept.

AGREED BEHAVIOURS

Our 'agreed behaviours' are general behaviours that we believe are fundamental to a student's success both inside and outside of school. They are behaviours that we hope to see displayed inside and outside of the classroom. We believe that these behaviours are achievable for all students, as they contribute significantly to their happiness and success in school.

Our agreed behaviours are:

Be Ready	Be in the right place at the right time | Be ready to learn
Be Respectful	Speak with respect to others in school, avoiding aggressive, foul & abusive language Respect the rights of all students to access learning
Be Safe	Keep your hands and feet to yourself | Follow the instructions of all staff

SUPPORTIVE & FUNCTIONAL SPACES

CP Riverside School sets high standards for the general appearance of classrooms and school spaces, and for their upkeep, as the environment in which students are taught can have a significant impact on their behaviour and engagement. In addition, one of the foundation values of the therapeutic approach is the focus on fixing the environment around a person, not the person.

Therefore, by adapting the environment, we can support our young people to minimise behaviours of concern and improve their quality of life. To promote positive and appropriate behaviour, the learning environment must be both supportive and functional. A supportive environment depends upon the attitudes and actions of the people in the environment. A functional environment depends upon the environment's suitability for meeting a person's needs.

A supportive environment is characterised by:

A calm, purposeful working atmosphere	Happy working relationships
Responsiveness to needs.	A caring attitude amongst staff
Friendliness	Flexibility
Tolerance	Optimism and high expectations
Clear and consistent boundaries for acceptable behaviour	

A functional environment is:

Safe and tidy	Uncluttered and clean
Clearly demarcated for activities	Optimally stimulating
Sufficiently resourced	

The right to a supportive and functional environment is recognised for staff and students alike, and responsibility for maintaining this environment rests with every member of the school team. As students develop, their learning environment should develop alongside them; therefore, constant review and evaluation are necessary to ensure the environment remains both supportive and functional.

SUPPORTING INDIVIDUAL NEEDS

Throughout the day, activities are personalised to students' individual needs to provide positive experiences that children and young people want to participate in. In planning activities, teachers will take into account:

Effective communication model	Individual likes and dislikes
The level of structure and predictability needed.	The support which helps in times of anxiety or frustration
What individuals find easy or challenging.	How much personal space does an individual needs
Attention span.	Sensory needs
Friendships, key relationships & any difficulties with others	How they respond to adults and other children
How students make choices & choices important to them	Health needs, including levels of fatigue.

Advice from CAMHS, Educational Psychologists, and other external professionals	Information from families about preferences and favourite activities

ADVICE FOR STAFF WHEN FACED WITH UNDESIRABLE BEHAVIOUR

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of dynamic risk assessment may allow time to decide on the appropriate action.

- *Remaining calm* – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e., not toe-to-toe, are recommended.
- *Awareness of space* – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.
- *Pacing and chasing* – angry people often pace in tense situations, and staff should avoid the temptation to follow as they attempt to help them calm down. This can be counterproductive as it may trigger a chase response. Where possible, it is preferable for the staff member to stand still and speak calmly, clearly, and confidently.
- *Intonation and use of voice* - When people are anxious or angry, they tend to talk faster, higher, and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.
- *Time away* - This involves guiding a student away from a situation which they may find difficult into a 'safe space' and giving them time to calm down. They can be any space where the student is likely to feel safe and comfortable, where they have room to move freely, where there is minimal distraction and minimal risk of injury and where they can be supported or closely observed by an adult. They may be indoors or outdoors. The adult may offer a calming or distracting activity such as going for a walk, running around the Rec, or playing with a favourite item. It may be necessary to use a (restrictive) physical intervention to move the child or young person away from the immediate situation where their behaviour is likely to harm others.

Students may also choose to withdraw to a safe space for a short period of time. A member of staff will be present in the 'safe space' with the student to observe them and help them calm. If they indicate that they do not want an adult with them, this choice will be respected. However, an adult will continue to observe them from a short distance and will encourage them to interact as soon as this seems appropriate.

Restorative Conversations

All students should be able to repair any damage to equipment, environment or relationships. We do not believe in punishment because it is often adult-centred and focuses the student's mind on the punishment rather than the incident itself. This frequently leads to students feeling angry about the punishment rather than their behaviour's impact on their learning or that of others.

We support our students in taking responsibility for what has gone wrong and in repairing it with others. Restoration is often achieved by convening a conversation between the student and a member of staff involved, facilitated by a coach or member of SLT. This will allow both parties to calmly express how the incident impacted learning, themselves, and others and agree on a clear strategy for moving forward and modifying behaviour.

All restorative conversations are designed around six key questions. They are:

- ➔ What happened?
- ➔ What were you thinking?
- ➔ What were you feeling?
- ➔ Who has been affected, and how?
- ➔ What should we do to put things right?
- ➔ How can we do things differently in the future?

Reporting and Monitoring Behaviour

All types of behaviour, both positive and negative, are recorded on ClassCharts. Recording information allows staff members working closely with each student to identify patterns of behaviour and implement appropriate interventions. In addition to recording positive or negative behaviour incidents, the number of positive behaviour points accumulated each day is also recorded. The information collated feeds directly into our rewards system, internal meetings, and any discussions or meetings with commissioners and external professionals.

Parents/Carers also have access to ClassCharts, ensuring they can reinforce positive praise and support with any challenges their child may face.

Suspensions
We do not believe that suspensions are the most effective way to support students in regulating their behaviour, and we will always attempt to personalise provision for all of our students to ensure that they can access education.

However, it may be necessary to suspend a student for a fixed term, and this would always be considered very carefully. Circumstances include, but are not limited to:

- ➔ Violence or bullying towards another member of the school community
- ➔ Incidents involving weapons or illegal substances
- ➔ Incidents of bullying, sexual violence, harassment, homophobia, racism or disability discrimination
- ➔ Verbal abuse or aggression directed towards another member of the school community
- ➔ Where students persistently refuse to engage in support and intervention

Decisions to suspend students are made on an individual basis. Suspensions should always be a reasonable, measured and proportionate response, which will have an impact and provide a learning opportunity for the student in question.

All incidents involving situations where a student, member of staff or visitor has been put at risk of harm will be recorded and dealt with at the discretion of the Principal. If a student is dual-rolled, the commissioning school will be notified of the decision during the same school day and invited to attend the student's readmission meeting.

If CP Riverside School cannot meet the needs of an individual student. In that case, we will always work with the student, their family and the commissioning school/authority to identify a suitable alternative placement.

SCREENING AND SEARCHING STUDENTS

Screening of Students
CP Riverside School has high expectations of students and chooses to educate them on the consequences of possessing prohibited items. We also ensure that students are aware of the negative impact that possession of prohibited items could have on their prospects. We firmly believe in trusting our students to make the right decision and act immediately whenever there is a cause for concern.

Searching of Students
Very occasionally at CP Riverside School, it may be necessary to search a student and their belongings where it is suspected that the student is in possession of a prohibited item. Prohibited items include, but are not limited to:

- ➔ Knives or weapons
- ➔ Alcohol
- ➔ Illegal drugs
- ➔ Stolen items
- ➔ Any article that the member of staff reasonably suspects has been, or is likely to be; used:
  - ◆ To commit an offence
  - ◆ To cause injury to, or damage the property of, any person
- ➔ An article specified in regulations
  - ◆ Tobacco, cigarettes, cigarette papers or vapes
  - ◆ Fireworks
  - ◆ Pornographic material

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

Before a search is undertaken, the student will be asked if they give consent and to confirm that they understand the reason(s) why a search is required.

Procedure for searching a student who has given consent

- ➔ The student will be escorted to a private space.
- ➔ A minimum of two members of staff, with at least one member of staff being the same sex as the student being searched, shall ask the student to remove any outerwear and turn out their pockets, coat and bag.
- ➔ The members of staff can also ask the student to turn out their locker or any other storage space in

school.

- ➔ If the student refuses to cooperate partway through the search, CP Riverside reserves the right to issue an appropriate sanction to the student.

The Principal or searching staff member will inform the Designated Safeguarding Lead when a search has taken place and whether or not any safeguarding concerns have been raised as a result of the search. The DSL will then liaise with the student, family, commissioning school/authority and external professionals in line with the school's Safeguarding and Child Protection Policy.

If the student refuses to consent, members of staff, authorised by the Principal, have the statutory power to search where there are reasonable grounds for suspecting that the student may have a prohibited item.

Procedure for searching a student who has refused to give consent

- ➔ The student will be escorted to a private space.
- ➔ A minimum of two staff members, at least one of whom is the same sex as the student being searched, will instruct the student to remove any outerwear and turn out their pockets, coat, and bag.
- ➔ The staff members will also instruct the student to turn out their locker or any other storage space at school.
- ➔ The same-sex staff member will search the belongings for any prohibited items.
- ➔ The use of reasonable force can be applied if staff believe the student has a prohibited item and there is a likelihood that harm could be caused to an individual, a group of people, or the building – see the Use of Reasonable Force section of this policy for further information.
- ➔ A search form will be completed by the member of staff who searched and signed by all members of staff.
- ➔ Parents/carers should be contacted at the earliest opportunity following a search, informing them of the reason(s) why a search was conducted, whether reasonable force was required and the reasons why and whether or not any prohibited items were found

Confiscation of prohibited items

A member of staff can confiscate possessions they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

- ➔ A member of staff who conducts a search and finds alcohol may dispose of it. This does not include returning it to the student.
- ➔ A member of staff who conducts a search and finds controlled drugs must ensure that they are delivered to the police as soon as possible.
- ➔ A member of staff who conducts a search and finds other substances which are not believed to be controlled drugs can confiscate them on the basis that they could be harmful or detrimental to good order.
- ➔ A member of staff who conducts a search and finds stolen items must ensure that they are delivered to the police as soon as reasonably practicable, but can return them to the owner if there is a good reason to do so.
- ➔ A member of staff who conducts a search and finds tobacco or cigarette papers may dispose of them. This does not include returning it to the student.
- ➔ A member of staff who conducts a search and finds fireworks may retain or dispose of them. This does not include returning them to the student.
- ➔ A member of staff who conducts a search and finds pornographic material can dispose of it unless they have reasonable grounds to suspect that its possession constitutes a specified offence. In which case, it must be delivered to the police as soon as reasonably practicable.
- ➔ Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

CP Riverside School will adopt further advice given in the DfE Advice for Schools' document: Searching, Screening and Confiscation.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

Disciplining students outside of the school premises covers CP Riverside School's response to all non-criminal negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school, such as:

- ➔ Taking part in any off-site school-organised or school-related activity

- ➔ Travelling to or from school
- ➔ Wearing a school uniform
- ➔ In some other way, identifiable as a student at the school.

Or, instances of negative behaviour at any time, whether or not the conditions above apply, that:

- ➔ Could have repercussions for the orderly running of the school
- ➔ Poses a threat to another student or member of the public
- ➔ Could adversely affect the reputation of the school.

The Principal will deal with incidents of this nature individually. In these circumstances, the Principal will also consider whether it is appropriate to notify the police or local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. However, the Principal will also consider whether the incident may be linked to the student suffering, or being likely to suffer, significant harm. If this is the case, the relevant process in the Child Protection/Safeguarding Policy will be actioned.

The governing body must also be satisfied that the measures proposed by the Principal are lawful.

LINKS TO OTHER SCHOOL POLICIES

- ➔ Anti-bullying Policy
- ➔ EMET Child Protection & Safeguarding Policy
- ➔ EMET Physical Intervention Policy
- ➔ EMET SEND Policy

ADOPTION BY GOVERNING BODY



(Principal) Date: September 2026

(Chair of Governors) Date: September 2026