St Chad's CE (C) Primary School Policy for Behaviour

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the person of God may be complete, thoroughly equipped for every good work. (2 Timothy 3:16-17)

This policy is available on our school server, website and is available on request from the school office.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in April 22 and is due for review during April 23.

Signature	*J Brennan* Joanne Brennan	Headteacher	Date: 20th January, 2023
Signature	*Z Comley* Zoe Comley	Chair of Governors	Date: 20th January, 2023
Publication	Date: 27th January, 2023	Renewal	Date: 19th January, 2024

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St. Chad's Church of England Primary School is a happy community school that welcomes all children and offers a very high standard of education to all pupils. As a Church of England Controlled School, Christian values are built strongly into our ethos, and we aim to develop in our pupils an understanding of our Christian values which serve to support our mission in being the 'good people' that Jesus taught us to be. Our school values are:- **Community, Forgiveness, Hope and Kindness**. At St Chad's, we are concerned with the education of the whole child, and the development of all pupils' full potential, providing a broad and balanced curriculum, and a safe, disciplined environment where the children feel secure and valued as exemplified in our motto '**Growing hearts and minds'** which directly links to our vision and the importance of community in helping to raise a child - John 15:5.
Our staff have received restorative practice training as a means to de-escalate, resolve and understand conflicts and certain behaviours, and we truly believe that this is the best way to ensure all parties are fully aware of the impact of their actions to themselves and others.

At St Chad's Church of England Primary School, we recognise the importance of learning behaviour as an integral part of high quality teaching and learning. We have studied the research surrounding effective behaviour in schools and in particular the research carried out by the Education Endowment Foundation 2019 'Improving Behaviour in schools'.

The Education Endowment Foundation research shows that effective behaviour focuses on three areas:
1. The first details strategies to prevent misbehaviour happening (PROACTIVE). A key theme from the recommendations is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these. Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave. It is also known by our staff that many simple approaches that don't take much time or money to implement—like greeting pupils individually before a lesson—can have a really positive impact on behaviour.
2. The second focuses on how to deal with negative behaviour when it happens (REACTIVE). A key message is that schools should use personalised approaches—like daily report cards—to address 'problem pupils', rather than universal systems. It recommends that teachers are trained in specific strategies if they're dealing with pupils with high behaviour needs. Our TA's all have Trauma and Attachment training and teachers have received Restorative Practice training.
3. The third focuses on the importance of consistency and coherence when it comes to behaviour policies (IMPLEMENTATION). This means that once senior leaders have considered the rationale for putting a new behaviour strategy or approach to work, they need to spend time and care embedding it across the entire school.

Additionally, the Department for Education's advice documents 'Behaviour and Discipline in Schools' (January 2016) and 'Mental Heath and Behaviour in Schools' (November 2018) summarise the statutory powers and duties for school staff and approaches they can adopt to manage behaviour in schools. They support schools in responding to additional needs and in promoting good mental wellbeing in children.

Behaviour and Discipline in Schools 2016
- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils in certain circumstances when a pupil's misbehavior occurs outside of school.*
- *Teachers can confiscate pupils' property.*

Aims

At St Chad's C. E. Primary School, we aim to create an environment where exemplary behaviour is at the heart of great learning. Everyone in our school family is expected to maintain the highest standards of personal conduct, to accept

responsibility for their behaviour and to encourage others to do the same. Our behaviour policy reflects our motto **'Growing hearts and minds'** and we focus on all 4 values when resolving incidences with children: Forgiveness, Kindness, Community and Hope.

Our behaviour policy aims to:

- Create a culture of exceptionally good behaviour: for learning, for community, for life.
- Ensure that all members of our school family are treated fairly, shown respect and develop positive relationships.
- Help children take control over their behaviour and be responsible for the consequences of it.
- Build a school family which values kindness, forgiveness, community and hope.
- Promote community cohesion through positive relationships and restorative practices.
- Ensure that excellent behaviour is a minimum expectation for all.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- [Updated] DfE (2021) 'Keeping children safe in education 2021'
- [Updated] DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Peer-on-Peer Abuse Policy
- Safeguarding Policy
- Anti-Bullying Policy: Pupils

Roles and responsibilities

The **governing board** has 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 **headteacher** is responsible for:
• The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
• Establishing the standard of behaviour expected by pupils at the school.
• Determining the school rules and any disciplinary sanctions for breaking the rules.
• The day-to-day implementation of this policy.
• Publishing this policy and making it available to staff, parents and pupils at least once a year.
• Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **SENDCO** is responsible for:
• Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
• Supporting behaviour management in line with the Social, Emotional and Mental Health needs and advice
. Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour policies and provisions in the school.
• Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
• Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:
• Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
• Aiming to teach all pupils the full curriculum, whatever their prior attainment.
• Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
• Being responsible and accountable for the progress and development of the pupils in their class.
All members of staff, including teaching and support staff, and volunteers are responsible for:
• Adhering to this policy.
• Supporting pupils 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 pupil.
• Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
• Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
- SENDCO.
- Headteacher.
- Subject leader.
• As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils 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 are responsible for:
- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Reporting any concerning behaviour to school (via the SLT) that they may have witnessed outside of school involving our pupils.
- Allowing the school to deal with disputes between children and refrain from contacting other parents themselves.
- Allowing the school to deal with disputes between children and refrain from approaching or talking to any of our pupils themselves.

Definitions

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

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:
- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

Managing behaviour

These are deployed at classroom level to reduce the chance of negative behaviour occurring: our school-wide focus on these strategies' should reduce efforts expended reacting to poor behaviour.
1. Know and understand our pupils and their influences

Research shows that staff knowing their pupils well can have a positive impact on classroom behaviour. Communication between teachers, other staff and parents is essential and information should be sought and willingly shared. Understanding pupils better is more effective than relying on a default response. However, whilst every person's behaviour and their motivations for it are complex and unique, the age of pupils, or stage of development, can affect their behaviour in ways that are predictable.

2. Teach learning behaviours alongside managing behaviour
   Teachers have techniques in their repertoires to manage misbehaviour and low-level disruption within the classroom. However, whilst it is impossible to eradicate all misbehaviour, it can be minimised and the general climate for learning can be improved through the 'explicit teaching of learning behaviours', reducing the need to constantly manage misbehaviour.

Learning Behaviours:

EMOTIONAL
Dealing with setbacks, self esteem, self worth, self competence, inner voice, mental well-being
SOCIAL
Pupil relationships with adults and children, collaborative learning
COGNITIVE
Motivation, growth mindset, working memory, communication

Example- Dealing with Setbacks:
- Increase engagement- encourage child to stick with a task instead of giving up, listening to concerns from child about being able to achieve, self-motivation issues or setbacks they have experienced and how they dealt with them.
- Improve access- Ensure child has appropriately levelled work which will lead to the experience of success when they stick at it: praising children for achieving and highlighting that perseverance got them through it.
- Ensure participation- Set a classroom culture where pupils are proud to say when they have found a task difficult and are not afraid to get things wrong.

Using classroom management strategies

Effective classroom management can reduce challenging behaviour, pupil disengagement, aggression, leading to improved classroom climate, attendance and attainment.
Teachers implement universal classroom management strategies, although they do not work for all pupils all the time. Some children need a more tailored approach which may require reflection and adaptation. Staff should seek support from other staff in these circumstances.

Examples- Classroom environment and management strategies:
- Greet pupils every morning
- Talking/ Listening- everyone heard
- Problem solving- dealing with/resolving issues together/ mutual problem solving/ cooperative group work
- Safe environment- have a go
- Feeling of being valued
- Participation/ Involvement
- Growth mindset- no limits!
- Praise and encouragement
- Celebrations/ incentives/stickers/ house points/ class rewards
- Positive comments in books/ verbal
- Relationship check-ins
- Class responsibilities
- Clear classroom routines
- Clear class rules/ clear limits- phrased positively
- Clear support of school values and motto

- Clear guide lines for disruptive behaviours- distraction/ non verbal cues/ positive verbal redirect/ re-engagement strategies
- Consequences- warning/ reminder of expected behaviours (See Sanctions)
- Have a 'clear-slate' strategy/ care for pupil
- Positive parent/ child/ school relationships

Supporting our children

In addition to the strategies detailed above, we promote positive behaviour and a warm and respectful atmosphere in school in the following ways:

- Class time, to enable children to discuss problems with each other in a calm, supportive atmosphere;
- School Council and Eco Council meetings to enable children to make suggestions and offer opinions on school improvement;
- One to one discussions with adults on behaviour and friendships;
- Circle times;
- Whole school and class policies and procedures that promote Christian values and the school's motto and ethos;
- Discussions, stories and role plays which promote and support our ethos as part of our whole school, and work in class;
- House Captains, Head Boy/Girl, Play Leaders provide positive role models for other children.

Whole school rewards- reinforcing positive behaviours

- The whole school community is expected to 'live' the school motto and school values.
- House points are awarded by all staff and the winning house each term receives a house prize
- Positive affirmation of positive behaviour, regularly praising and identifying children (in class) and around school
- Use of our texting service to inform parents of positive behaviour/ work
- On occasions a note may be sent home by the class teacher/ Teaching Assistant acknowledging work and effort
- 'Values' awards are presented weekly in Monday's assembly. These children are selected by the teacher. Special Values Awards are presented at the end of the academic year.
- Best weekly class attendance is awarded in Friday's assembly. The winning class is rewarded by their teacher eg. Extra playtime, golden time
- Attendance awards are presented each term for children with 100% attendance and special prizes are awarded at the end of the academic year
- Pupils are awarded house points for any aspect of school life eg. positive behaviour, values and/or good work
- Children may be sent to the headteacher or other members of staff to show their work or for excellent behaviour. The Headteacher presents stickers and Headteacher certificates
- Praise is given weekly in assembly for sporting, creative and additional achievements, including out of school achievements
- Additional awards are given at the end of the school year

Restorative Approaches

1. At the heart of the Restorative Approach is the intention to resolve conflict in that occurs between people through a peaceful and fair process in which all parties are heard and respected.

2. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of **'forgiveness, hope, kindness and community'**. On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

3. We believe that by using this **Restorative Approach** we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

4. **Restorative approaches** encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop our values of **forgiveness, hope, kindness and community.**

5. If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

6. If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

7. Our pupils say that they prefer the Restorative Approach as it allows **ALL** parties to have their right to be heard respected.

About Restorative Language

8. **When our pupils find themselves in conflict or upset, we will ask them:**

   o *What happened?*

   o *What were you thinking or feeling when it happened?*

   o *What needs to happen to put this right?*

   o *What would you do differently next time?*

9. **We might also say to our pupils:**

   o *What would you think or feel if this happened to you?*

   o *What are you willing to admit to?*

   o *How can we put this right?*

   o *What could you do differently next time?*

   o *What other choice could you have made?*

   o *How could you make sure this doesn't happen again?*

10. Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Restorative behaviour process and chart:

Most situations can be dealt fairly and promptly by using the above questions.

We aim to:

Reduce	Improve	Develop
• Exclusions • Disruptive behaviour • Conflict • Bullying • Low level disruption	• Behaviour • Learning • Attendance • Outcomes	• Honesty • Responsibility • Accountability • Empathy • Emotional Literacy • Conflict Resolution Skills • Positive Learning Behaviour • Positive Learning Environment • Independence

Reactive Procedures

When negative behavior is identified, sanctions are implemented consistently and fairly. Behavioural issues will on the whole be managed by the class teacher. Positive behaviour is always encouraged, modelled and rewarded. In order to maintain good behaviour in school teachers will use some of the following sanctions;
Escalation procedures:

- A verbal reprimand -STEP 1 Speak to the child about their behaviour taking a restorative practice approach (with reference to the school values).
- Move a child to another place in the classroom away from any distractions- STEP 2 on behaviour flow chart
- Take "time out" in another classroom/ lose breaktime- STEP 3
- Repeating unsatisfactory work until it meets the required standard-STEP 3
- Child to be taken to senior leader-STEP 4
- Child to be taken to the headteacher – STEP 5
- All inappropriate and unacceptable behaviour will be recorded on CPOMS which alerts the SLT and Headteacher
- Good communication and information exchange must exist between teachers/ teaching assistants and lunchtime supervisors- all incidents must be discussed and reflected upon.

If class teachers continue to be concerned, parents will be invited into school to discuss the issues- STEP 4 and STEP 5. Parents will be informed of incidents at STEP 3

Incidents of a more serious nature (eg. violence towards staff or other children, continual name calling, intimidation or bullying, swearing, stealing and damaging property) will always be referred to the Headteacher, deputy headteacher or Senior Leader and the following procedures will be carried out:

- Parents will be informed either by telephone or letter, and will be invited to discuss the issues with the headteacher and class teacher, and hopefully resolve the situation. STEP 4 and STEP 5 at this point.
- An Individual Behaviour Plan/ An individual Risk Assessment may be put in place to monitor the situation and to help improve behaviour. More informally- a behaviour improvement card or home school-book may be implemented.
- The headteacher will formally inform parents of the consequences should the situation not improve.
- The school may initiate the Special Needs Code of Practice which may involve the work of outside agencies including Behaviour Support and the Educational Welfare Officer. Pupils may need support from the school pastoral lead or a referral for social emotional needs.
- The Chair of Governors may be informed.
- The headteacher has the legal right and option to use a temporary fixed term exclusion.
- Should all of these avenues fail, the pupil may be permanently excluded, following Staffordshire County Council guidelines.

At St Chad's we do consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff follow the schools' Safeguarding Policy. They consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, school considers whether a multi-agency assessment is necessary.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.
The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Children with Behavioural, Mental Heath or Emotional Difficulties

If a child's behaviour regularly becomes an issue, then parents will be invited to attend a meeting with the SENDCo, or an appropriate member of SLT, in order to discuss the strategies that might be put in place at home and at school to try and support the child. This may involve writing a behaviour plan (identifying the triggers for the child's behaviour along with potential resolutions), and an individual risk assessment. In some cases, particularly where a child is having difficulty with social interactions with other children or with their self-esteem and/or mental health issues, they may be taken out of class for short sessions to work in 1:1 or group sessions with a trained TA or a professional from another agency. Pupils, who continuously struggle with challenging behaviour/ mental health or emotional difficulties, may be referred to outside agencies for assessment or for additional support. In this instance, parents of the pupil involved will be informed and may need to give consent for some agency involvement. Some children may require restrictive physical intervention to stop them harming themselves and others- see Restrictive Physical Intervention policy.

Lunchtimes

At lunchtimes the same standards of behaviour are expected. Children are supervised by lunchtime supervisors who are accountable, firstly to their line manager and ultimately to the headteacher. Supervisors carry the same authority as the teaching staff, and children are expected to respond accordingly. Where the behaviour of a child at lunchtime causes sufficient concern, the headteacher has the right to exclude the child for this period.

- The behaviour flow chart must be adhered to at lunchtimes also and during all times of the school day. All steps must be followed by lunchtime staff as per this policy. Rather than moving seats/to a new area in class, children can be asked to sit in a time out area/quiet zone to reflect. Repetative rude behaviour or where pupils are refusing to follow our school rules, STEP 4 must be followed and parents informed by class teacher.

Detentions

No out-of-school hours detention will be given.

Exclusion

The head teacher will decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Statutory guidance on exclusion is provided by the Department's guidance: *Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion*, 2012.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body will review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where the governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision.
School is under a duty to arrange suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five school days. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

Pupil conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises. "to such extent as is reasonable." (DFE 2016)

At St Chad's, a teacher may discipline a pupil for:-
-any negative behaviour when the child is:
- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school or

-negative behaviour (including digital negative behaviour), 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.

When dealing with pupil conduct outside school, staff will follow the rewards and sanctions in the school's behaviour policy. Where negative behaviour is online, school also will refer to its E safety policies.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:
1) The general power to discipline enables our staff to confiscate a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. It is for the teacher to decide when to return a confiscated item.
2) Power to search without consent for "prohibited items" including:
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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.

Weapons and knives and extreme or child pornography must always be handed over to the police.

Use of reasonable force

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Headteachers and staff authorised by the headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.
Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.
When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Educational Visits

The school encourages all children to participate in educational visits and recognises their value. However, the school reserves the right to prevent a child from attending such a visit where it is considered that the health and safety and ultimate welfare of the child, other children, or staff is put at risk.

Allegations of abuse against staff

Allegations of abuse will be taken seriously and schools will ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Parents

Parents have a clear role in making sure their child is well behaved at school.
Parents are also under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

Equal Opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Monitoring

Monitoring of behaviour informs the school and governors of the effectiveness of our policies. We use CPOMS for the electronic recording of all safeguarding and behaviour concerns/incidents. This is used to identify patterns in behaviour and highlight concerns over a longer period of time. The Headteacher is alerted to all behaviour related concerns. All discussions and meetings with parents are recorded on CPOMS. Incidents of bullying and racism are reported termly to governors.

Appendix 1

Improving my behaviour

NAME_____   W/C_____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
BREAK					
2					
LUNCH					
3					
4					
Comments					

KS2 –scores our of 5 for each session /5

KS1/EY- scores our of 5   or   smiley faces   😃 😐 🙁

Agreed target:

Pupil _____Date_____

Person with parental responsibility _____

Teacher/Teaching Assistant_____

How did it go?

Child's comments:

Comments from person with parental reposnsibilty:

Comments from staff:

Appendix 2

Behaviour Flow Chart

Disruptive Classroom or Playground Behaviour – Head Teacher

(Serious and Repeated Incidents, including: physical harm, bullying, offensive and abusive language)

In rare instances, when a child has been extremely disruptive or abusive or there has been a serious incident, the child will be removed from the situation and the Head Teacher, or Deputy Head Teacher in their absence, will fully investigate the situation. All evidence will be collected and considered and appropriate action will be followed in line with the school's policies and practice. In very rare circumstances, this may involve a fixed-term or permanent exclusion. A formal record of the behaviour will always be recorded on CPOMS and **parents will be asked to attend school for a meeting.** An individual behaviour plan/ risk assessment will be drawn up. **STEP 5**

Disruptive Classroom Behaviour	**Disruptive Playground Behaviour**
Serious and Repeated Incidents, including aggressive behaviour, damaging school property, repeated disruptive behaviour	Serious and Repeated Incidents, including aggressive behaviour, damaging school property, repeated disruptive behaviour.
When a child consistently chooses to break the school's rules or there is a serious incident, the child will be removed from class, sent to the appropriate Senior Leader and the reasons for behaviour will be discussed. A Senior Leader may be called to the classroom if the child will not move. An entry will be made to CPOMS and **parents will be asked to come to school to discuss** the matter. Restorative conversation to be had here with all involved. An individual behaviour plan/ risk assessment/ behaviour improvement card/ home-school book **will** be implemented. **STEP 4**	When a child consistently chooses to break the school's rules or there is a serious incident, the child will be removed from playground and sent to the appropriate Senior Leader and the reasons for behaviour will be discussed. A Senior Leader may be called to the playground. An entry will be made on CPOMS and **parents will be asked to come to school to discuss** the matter. Restorative conversation to be had here with all involved. An individual behaviour plan/ risk assessment/ behaviour improvement card/ home-school book **will** be implemented **STEP 4**

Disruptive Classroom Behaviour	**Disruptive Playground Behaviour**
Examples include: calling out, answering back, repeatedly swinging on chairs, not following instructions, not completing enough work or not to an appropriate standard.	*Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games*
If the behaviour does not improve, then a child will be issued with the appropriate sanction=	If the behaviour does not improve, then a child will be issued with a **5-10 minute time out** for reflection- on the picnic bench.
(move to another classroom) and **miss some/all of play/ lunchtime**. Restorative conversation to be had here with all involved.	The midday supervisor will inform the class teacher and details will be entered on CPOMS. Restorative conversation to be had here with all involved. **Parents will be informed.** **STEP 3**
An entry will be made on CPOMS and **parents will be informed**. **STEP 3**	

Disruptive Classroom Behaviour	**Disruptive Playground Behaviour**
Examples include: calling out, answering back, repeatedly swinging on chairs, not following instructions, not completing enough work or not to an appropriate standard.	*Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games*
If the behaviour is repeated, then the child will be issued with the appropriate sanction= **move seats STEP 2** Entry made on CPOMS	If the behaviour is repeated, a **reminder** is given and pupils are asked to go to a time out area for a cool off period (2 minutes). An entry is to be made on CPOMS **STEP 2**

Disruptive Classroom Behaviour	**Disruptive Playground Behaviour**
Examples include: calling out, answering back, swinging on chairs, not following instructions	*Examples include: not following instructions, answering back, misusing play equipment, disrupting other peoples' games*
Children are told clearly that they are breaking a school rule and are given **reminded of the behaviour** we expect to see. **STEP 1**	Children are told clearly that they are breaking a school rule and are **reminded of the behaviour** we expect to see **STEP 1.**