



This policy belongs to

Tibberton CE Primary School

Part of the Tibberton CE Primary School and St Lawrence Primary School Federation

Behaviour and Learning

Revised: Autumn Term 2021

Consultation with Staff & Governors

and adoption of policy: Autumn Term 2021

Review Date: Autumn Term 2022

“We have the right to learn and be safe so we can accomplish good things in life” Y6 pupil Sep 2021

Introduction

Children need to be able to discover where the boundaries of acceptable behaviour lie and at times to test these boundaries. The response to any such test is to confirm the boundary by firm, immediate and appropriate action. Uncertain and delayed responses will invite a new challenge and can escalate the level of misbehaviour. Children should never be in any doubt as to what is and is not acceptable.

In the classroom the most important influence is the relationship between the child and the teacher. When the teacher sees behaviour judged to be unacceptable and makes an intervention, it is this relationship between the teacher and the child which determines the success of the intervention, although it needs to be recognised that on occasions external factors can outweigh this relationship.

Promoting responsible behaviour and self-discipline and the values on which they are built are essential tasks within the classroom and the school. Consistency and fairness are of paramount importance. Our success is tested not by the absence of problems but by the way we deal with them.

Procedure for Rewards

Good behaviour in our school is essential in order to maintain a safe and happy environment. At Tibberton CE Primary School, it is expected that all members of the community - staff, children, parents and governors - work together to ensure that our school is safe and harmonious.

Aims

The school seeks:

- To create an environment consistent with the Christian faith that is positive, nurturing and caring where children feel safe, secure and valued.
- To provide high quality learning experiences within a supportive and safe learning environment, which enable children to develop positive views of themselves and others in order to shine.
- To promote positive attitudes towards personal safety, health and hygiene.
- To set high standards for personal behaviour and self-discipline with consideration, courtesy and respect for other people of all genders, ages, races and cultures.

Ethos

- The school ethos is based upon the principle of respect for ALL members of the academy community, which is underpinned by our Christian values: thankfulness, forgiveness, courage, compassion, friendship and honesty.
- All children should feel safe and know to inform an adult if there are situations within the school, at home or within the community where they do not feel safe.
- All children are given opportunities across the curriculum to explore and develop moral concepts and values including how to keep themselves safe in an ever-changing world.
- There is a culture of mutual respect; all staff speak to children in a respectful and appropriate tone, modelling the expectations that they have of the children.

Values

- Everyone has a right to feel safe at school. The staff at Tibberton CE Primary School are committed to ensuring that every child is protected from harm.
- Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
- It is everyone's responsibility to help make our school a happy place where everyone can be successful.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn.

- We encourage and support all pupils to become responsible for his/her own behaviour in line with their age and experience.
- Our expectations are for positive behaviour which will be celebrated and rewarded.
- Unacceptable behaviour will be met with graduated consequences taking into account pupil wellbeing and special educational needs and disabilities.

These statements are based upon the United Nations Convention on the Rights of the Child and the Human Rights Act and the expectations of our British values.

Behaviour System

Our behaviour system is based on positive reward and reinforcement. Children will be actively praised for good behaviour that demonstrates positive choices with their actions, words and learning attitudes and includes behaviours which keep them safe and healthy.

Praise will be given through verbal feedback, messages on Seesaw and Tibberton praise notes.

Further awards for learning and upholding Christian Values will be given weekly in Celebration Worship and weekly reward time, the specific reward chosen by each class.

Children will also be rewarded with house points for upholding our core Christian values.

Procedures for Sanctions

At times, children may need to be reminded about the behaviour choices they make especially if these behaviours result in an unsafe environment for both themselves and the other children and adults in the environment. This behaviour would be at odds to the Christian Values we hold dear.

Where adults identify poor choices being made, they will follow these steps:

1. A clear verbal warning where a request is made to stop the behaviour and a reminder of what the behaviour should look like.
2. A warning where a child is asked place an amber warning card next to their name on the 'Good to be Green' chart (Classes 3-5) or moved to amber on the traffic light system (Class 1 and 2). This is a warning that the continued behaviour needs to stop (for some identified children this is an opportunity for an intervention by an adult to aid in this). If the pupil can modify their behaviour, they can remove the warning card at the discretion of an adult or automatically at the start of the afternoon or end of day.
3. A consequence where a child is asked to place a red consequence card next to their name on the 'Good to be Green' chart (Classes 3-5) or moved to red on the traffic light system (Class 1 and 2). When these are given the child needs to understand that the behaviour needs to stop immediately. The consequence card must remain for the rest of the day. The class teacher may keep the child in at break or lunchtime if their learning has suffered because of the behaviour in order to ensure that learning is complete.
4. Two consequence cards in the same rolling week will result in the loss of the weekly reward time and a conversation with a member of the senior leadership team as to how modify the behaviour.
5. Three consequence cards in the same rolling week will result in parents being called to discuss the behaviour with an expectation that this must improve for the child to continue their education in the school environment.
6. Continuation of these behaviours will result in the child having to learn from home with a fixed term exclusion.

The system of sanctions and rewards will be applied irrespective of the venue including educational visits, outdoor PE, after-school clubs and at break-time and lunchtimes.

A record of the issue of warning and consequence cards (and the reasons behind them) will be made by each class using the ePortal system. This will be reviewed by the senior leadership team and SENDco to monitor patterns and identify any emotional and behavioural needs that may arise

Home-School Agreement

The school, parents and pupils join together to ensure that the schools values are upheld by all signing up to the Home School Agreement each year:

Tibberton C.E. (Controlled) Primary School

HOME-SCHOOL AGREEMENT

The School

School will –

- Make school a secure and safe place for all
- Provide a broad and balanced curriculum and meet the individual needs of your child in line with national guidelines
- Provide opportunities for your child to achieve his/her potential
- Support positive behaviour through building good relationships and developing a sense of responsibility
- Support the personal development of your child to secure skills and knowledge for their future.

Teacher's Signature: _____

The Parent(s)/Guardian(s)

I/We will –

- Ensure my child attends school and notify the school of reason for absence.
- Work in partnership with school; make the school aware of any concerns or problems that might affect my child's wellbeing through the school's agreed communication channels
- Support my child in home learning
- Respect and support the school's policies and guidelines for behaviour for learning
- Ensure my child is suitably equipped and ready for learning (named uniform, water bottle, coat, sun hat, etc.)
- Take part in parent/carer consultations by telephone or in person

Signature(s): _____

The Child

I will –

- Bring and use my good manners to school and expect others to do the same
- Come to school ready to learn with a 'can do' approach
- Expect challenge and support and accept that not everything I learn will be easy
- Be ready to listen and follow instructions
- Join in with my ideas and listen to and accept other view points
- Do all my school work and home learning to the best of my ability
- Speak up and ask for help when I need it
- Take good care of each other
- Take good care of the equipment, building and playground

Child's Signature:

Child's Name (printed please): _____

Promoting Positive Behaviour

Positive behaviour is helped when everyone remembers to do what is expected of him/her:-

Pupils are involved in the design and content of the Behaviour for Learning Policy: 'Bucket dippers and fillers' was introduced by the Tibberton Safety Team and Class 1 pupils to support pupils' understanding of how their behaviour impacts on others and revisited annually.

Class 1 definition of a bucket filler: Everybody carries around an invisible bucket. When you have a full bucket you feel happy and good. When your bucket is empty you feel sad and lonely. Throughout a day, our buckets are emptied and filled. You fill others buckets by showing compassion, doing something kind or even a smile. When you fill someone's bucket, you are also filling your own bucket. A bucket dipper is someone who says something mean or unkind that empties your bucket. When you dip into someone's bucket you also empty your own bucket. A bully is someone who regularly dips into your bucket.

Our house point system reflects the bucket filling approach and tokens relate to house points.

6 School Values- chosen by the school community underpin relationships across the school

- Staff praise children when they see positive behaviour
- Staff focus on the positive behaviour they see
- Staff tell children clearly what is expected of them
- Children remember what is expected of them
- School and classroom rules are consistent, fair, and kept
- Rules are regularly reviewed with staff and children together
- Coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development
- Staff inform children's parents of positive behaviour or achievement through consultations and informal conversations
- When children have worked hard on a task and produced excellent work this is shared and celebrated
- In P.S.H.E./PCLIMB and R.E. lessons children are taught the reasons why positive behaviour is essential in our society and how inappropriate behaviour can impact the lives of others and restrict their own life opportunities
- In worship, children are encouraged to think about and pray for others, taking into consideration our 6 chosen key Christian values, the teachings of Jesus and his followers and the full range of Christian values
- In all subjects children are taught the British values

Celebrating Success

1. Teachers nominate a child in their class, (or even the whole class), for a Superstar Award on a weekly basis and the child receives the award during assembly and their efforts are celebrated.
2. The Special Person of the Week is nominated by the pupils. The child has their photo taken and is acknowledged on the Special Person of the Week photo frame.
3. House Points – are given by all members of staff, including lunchtime supervisors and Y6 Class Buddies. Pupils gather house points to be awarded the house cup during Superstar Assembly.
4. Shared work. Pupils may bring their successes to the Head or another appropriate member of staff for it to be shared.

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:-

- Low-level behaviour
- Persistent low-level behaviour
- Zero tolerance
- Exclusions

Refer to Behaviour Guidelines – Appendix 1

Leaving the Classroom or School Grounds

If a pupil runs out of a class, we will establish where he or she has gone. Teachers 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.

Disciplinary Sanctions

What we do if children behave inappropriately

For low-level incidents school staff have a number of suitable sanctions.

These begin with a verbal reminder, reprimand and correction with a warning to follow and may also include:-

- Talking to the whole class- outlining high expectations of appropriate behaviour
- Making eye contact with the pupil
- The child being spoken to quietly by the teacher
- Notice those being good – well done John you are writing the date just as I need you to – then those who aren't are likely to copy and join in!
- Refocus – "Stephen there's your pencil."
- Language of choice – "complete to number 10 now or during your breaktime"
- Be mobile, adapt seating plans/groupings effectively
- Short, manageable tasks that are appropriately pitched and build on success first and foremost.
- Be consistent – firm but fair and always follow up and follow through – vital to maintaining consistency!

For zero tolerance behaviour the following will be implemented:

- Parents/carers informed, discussions with parents, class teacher, senior staff
- In the case of some children with particular behavioural problems, individual programmes, contracts and risk assessments may be developed with the involvement of parents and other agencies
- Behaviour contract may be used to support progress towards positive behaviour
- Short term modified timetable may be used

For exclusions the following will be implemented:

- Fixed Term Exclusion and re-admittance on a strict conditional contract, including the removal of a pupil for lunchtime sessions
- Permanent Exclusion of the child

Depending on the severity of the behaviour, these steps may not be sequential. However, we will always seek to maintain communication with parents and pupils involved, and where possible, undertake restorative and reconnecting opportunities for all concerned, including staff.

The use of fixed term exclusions is limited and proportionate and for the shortest amount of time possible.

Permanent exclusion is reserved for the most extreme behaviours, including assault on staff.

The governing body will abide by the Department for Education guidance on exclusion and assemble a Pupil Disciplinary Committee meeting, made up of three independent governors, within 15 days after the permanent exclusion to review the evidence for the exclusion and assess whether or not to uphold the Executive Headteacher's decision. The PDC and governing body abide by the terms of reference of that committee.

Lunchtimes

At lunchtimes children are expected to abide by all the rules of acceptable behaviour and it is the role of the supervisors to oversee this. The role of staff at lunchtime is to follow the agreed rules.

The Headteacher may decide to contact a child's parents/carers and may exclude that child from the premises at lunchtimes.

If this is the case the governing body will abide by the most current DfE Statutory Guidance and the directions of Telford & Wrekin Council.

Additional Courses of Action

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

- Consultation between staff, including the Headteacher and SENDCO to consider appropriate interventions, including Early Help process, ISF funding, Emotional Health and Wellbeing panel, referral to Fair Access Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.
- Discussion with a child's parents/carers to keep them informally apprised of their child's behaviour difficulties (e.g. via the telephone or at a meeting)
- A school-based plan will be structured to support the child with the full involvement of the parents/carers. This will be a Behaviour Contract and will form part of provision management
- Advice from, or referral to the Behavioural Support Team or other external agencies (e.g. LSAT or EP)
- Formal meetings, to include parents/carers and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

Assessment and Reporting

- Incidents relating to behaviour where staff have held discussions with pupils will be recorded on CPOMS.
- CPOMS reports will be reviewed by the Headteacher and safeguarding leads and reported annually to the Governing Body.

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender (reassignment, expression or identity), sexual orientation, learning abilities, sensory or physical impairment, social class, age or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

The Power to Discipline Beyond the School Gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Headteacher are lawful. (see Appendix 3)

Searching and Confiscation

The Headteacher and two senior members of staff 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 is considered to be harmful or detrimental to school discipline. (see Appendix 4)

Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. (see Appendix 5 for guidance)

Pastoral Care for School Staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Outside Agency Support

- CAMHS
- Behaviour Support Service
- Support from LA Attendance Support
- Fair Access Panel
- Family and Education Support Worker
- Pupil Referral Unit

This policy has been created with the support of:-

- The pupils (see Appendix 6 Golden Rules of Playtime, Appendix 7 Ideas to promote good learning, happy lunchtimes, behaviour outside school)

Further Reading and Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

http://www.ico.gov.uk/fororganisations/data_protection.aspx

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>

Appendix 1

Behaviour Guidelines

To be displayed in all rooms and used by all staff

Stage	Behaviour	Consequence	Action/Managed by
<p style="text-align: center;">Stage 1</p> <p>Behaviours do not interfere with children's right to be safe or right to learn and they happen for the first time.</p> <p style="text-align: center;">LOW LEVEL BEHAVIOUR</p>	<p>Low level disruption</p> <p>Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking. Pushing in the line.</p> <p>Walking around the classroom without permission.</p> <p>Bickering or squabbling.</p> <p>Telling tales/made up stories about others.</p> <p>Failing to complete the task set.</p>	<p>Verbal reminder</p> <p>Warning card</p>	<p>Identify school value</p> <p>Name the behaviour</p> <p>Tell them what you expect - give example</p> <p>If persistent:</p> <p>See stage 2</p> <p>Managed by class teacher, Support Staff and lunchtime supervisors</p>
<p style="text-align: center;">Stage 2</p> <p>Behaviours do begin to impinge on children's and adult's rights most often the right to learn. They are often behaviours that have continued from stage one and sometimes require a period of time out.</p> <p style="text-align: center;">PERSISTENT LOW LEVEL BEHAVIOUR</p>	<p>Stage 1 behaviour continues after adult intervention/warning</p> <p>Failing to complete the task set for the second time in a day</p> <p>Throwing a tantrum which does not endanger others, themselves or school property.</p> <p>Swearing at another child.</p> <p>Deliberately breaking school property</p>	<p>Consequence card</p> <p>Miss 5 mins break time</p> <p>5-10 min time out to different class</p> <p>Visit to Headteacher</p> <p>Persistent behaviour communicated to parents</p> <p>May be appropriate to use a behaviour contract at this stage to support the improvement of behaviour</p>	<p>As above but in addition:</p> <p>Move child to consequence card</p> <p>Class teacher to speak to parents at the end of the day</p> <p>Managed by class teacher and Headteacher</p>
<p style="text-align: center;">Stage 3</p> <p>These behaviours seriously impinge on children's and/or adult's rights, most often the right to be safe.</p> <p style="text-align: center;">ZERO TOLERANCE BEHAVIOUR</p>	<p>Calling a child/adult racist/homophobic name.</p> <p>Physically hurting another child or adult deliberately through hitting, kicking, scratching, biting. Fighting in the classroom or playground.</p> <p>Running out of the classroom during a lesson.</p> <p>Bullying (see anti-bullying policy)</p>	<p>Miss lunchtime</p> <p>Behaviour passport for persistent behaviour</p> <p>Fixed term internal exclusion may be issued</p>	<p>As above but in addition:</p> <p>SLT follow up with parents and teacher</p> <p>Fill in relevant paperwork depending on behaviour</p> <p>Fill in racist/homophobic incident form and send to LA</p> <p>Managed by SLT/Headteacher</p>
<p style="text-align: center;">Stage 4</p> <p style="text-align: center;">Exclusions</p> <p style="text-align: center;">PERSISTENT ZERO TOLERANCE BEHAVIOUR</p>	<p>See school's Exclusion Policy</p>	<p>See school's Exclusion Policy</p>	<p>SLT to follow school/T&W exclusion policy and guidelines</p> <p>Managed by Headteacher and LA</p>

PACE - Playfulness – Acceptance - Curiosity - Empathy

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore (and hence learn). With PACE, the troubled child can start to look at himself and let others start to see him or get closer emotionally. He can start to trust.

Playfulness

This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when story telling, rather than an irritated or lecturing tone. It's about having fun, and expressing a sense of joy.

It is similar to parent-infant interactions when both parent and infant are delighting in being with each other and getting to know each other. Both are feeling safe and relaxed. Neither feels judged nor criticised. Playful moments reassure both that their conflicts and separations are temporary and will never harm the strength of their relationship.



Having a playful stance isn't about being funny all the time or making jokes when a child is sad. It's about helping children be more open to and experience what is positive in their life, one step at a time.

Sometimes a troubled child has given up on the idea of having good times and doesn't want to experience and share fun or enjoyment. Some children don't like affection or reject hugs. A playful stance can allow closeness but without the scary parts.

When children find it hard to regulate their feelings, anger can become rage, fear, terror, and sadness, despair. If this is the case, then children may also find it hard to regulate feelings of excitement, joy and love. Feeling these emotions can sometimes turn to anxiety.

Playfulness allows children to cope with positive feelings. It also gives hope. If you can help the child discover his own emerging sense of humour, this can help him wonder a little more about his life and how come he behaves in the ways that he does. When children laugh and giggle, they become less defensive or withdrawn and more reflective.

A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the parent has a touch of playfulness in his or her discipline. While such a response would not be appropriate at the time of major misbehaviour, when applied to minor behaviours, playfulness can help keep it all in perspective.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety.

Acceptance is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgment or evaluation, her inner life. The child's inner life simply *is*; it is not *right* or *wrong*.

Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. The parent may be very firm in limiting behaviour while at the same time accepting the motives for the behaviour.

One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child's *self*. The child then becomes more confident that conflict and discipline involves behaviour, not the relationship with parents nor her self-worth.

Curiosity is the foundation of acceptance of whatever underlies the behaviour. Making sense of how the child has learnt to behave in certain ways can help with acceptance.



Curiosity

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.



Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why.

With curiosity the adults are conveying their intention to simply understand *why* and to help the child with understanding. The adult's intentions are to truly understand and help the child, not to lecture or convey that the child's inner life is *wrong* in some way.

Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what...?"

You say this without anticipating an answer or response from a child.

This is different from asking the child, "Why did you do that?" with the expectation of a reply.

It is not interpretation or fact gathering. It's just about getting to know the child and letting her know that.

Curiosity must be communicated without annoyance about the behaviour. Being curious can, for example, include an attitude of being sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot.

You might make guesses about what a child may be thinking and feeling, saying this aloud, and keeping it connected to the present. It can be about having a conversation, almost with yourself, with the child in the room, without anticipating a response.

If an adult can stay curious about why their child is behaving as they are, the child and adult are less likely to feel cross or frustrated. As curiosity is non-judgemental, this can help the child to be open to how she, and other people, are thinking and feeling. Curiosity lets the child stay open and engaged in conversations.

Children then start to reflect upon their own inner life with their parent and therapist and start to understand themselves. As the understanding deepens, the child can discover that her behaviour does not reflect something *bad* inside her, but rather a thought, feeling, perception, or motive that was stressful, frightening, or confusing and could only be expressed through her behaviour.

As the child communicates this to the adults, the need for the behaviour may reduce, and with that the behaviour itself. The child's feelings about the behaviour may change, with less defensiveness and shame but more guilt, leading to less of the behaviour.

Empathy

Empathy lets the child feel *the adult's* compassion for her. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times.

With empathy, when the child is sad or in distress the adult is feeling the sadness and distress with her and lets the child know that.

The adult is demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone.

The adult will stay with the child emotionally, providing comfort and support, and will not abandon her when she needs the adult the most.

The adult is also communicating strength, love and commitment, with confidence that sharing the child's distress will not be too much. Together they will get through it.

Appendix 3

The Power to Discipline Beyond the School Gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the Executive Headteacher are lawful.

Any bad behaviour when the child is:-

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:-

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Executive Headteacher/Head of School will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Executive Headteacher/Head of School will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Appendix 4

Searching and Confiscation

The Headteacher and two senior members of staff 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 is considered to be harmful or detrimental to school discipline.

Searching With Consent

Schools' Common Law Powers to Search:-

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. The school does not need 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 and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
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 behaviour 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 the Headteacher or a senior member of staff. But:-
 - a. you must 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.

When can I search?

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

Authorising Members of Staff

The Headteacher and two senior members of staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found, after the search, to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a Search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

2. The powers only apply in England.

During the Search

Extent of the search – clothes, possessions and trays

What the law says:-

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **‘Outer clothing’** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.

‘Possessions’ means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of Force

Reasonable force may be used by the person conducting the search.
(see Appendix 5).

After the Search

The power to seize and confiscate items – general

What the law allows:-

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:-

1. A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

2. Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.

3. Where they find **controlled drugs**, these must be delivered to the police as soon as possible.

4. Where they find **other substances** which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.

5. Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.

6. Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search.

However as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.

2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Appendix 5

The Use of Reasonable Force

What is reasonable force?

1. 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.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. 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.
6. 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?

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

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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 behaviour that disrupts the behaviour 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.

Schools cannot:-

Use force as a punishment. **It is always unlawful to use force as a punishment.**

Using Force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:-

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff Training

Training will be provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

Three staff have updated their MAPA training: Rachel Tomkinson, Janet Mather, Marie Booth

Telling parents when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved. (see sheet below)

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 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.
- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:-

- a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- b. When comforting a distressed pupil;
- c. When a pupil is being congratulated or praised;
- d. To demonstrate how to use a musical instrument;
- e. To demonstrate exercises or techniques during PE lessons or sports coaching and
- f. To give first aid.

Search and Confiscation Record

Name of Child: (Male / Female)

Class:

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

1.

2.

Items found

Other agencies involved – please list with name and title

Parents contacted

Date:

Time:

Sanctions/Next Steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:Date:

Designation:

Reasonable Force Record

Name of Child:(Male / Female)

Class:

Time and date of incident:

Staff involved:

Names of staff using reasonable force

Witnesses

The incident

Nature of the incident:

Events leading to the use of a Physical Intervention

Any de- escalation or other strategies used to minimise the need for use of force

Evidence of a gradient response to the incident

Reason for the use of the Physical Intervention

Description of the Physical Intervention used (type/duration)

Subsequent actions (for welfare of the child/staff involved

Information given to other staff/parents and external agencies

Any other agencies involved – please list with name and title

Parents contacted

Date:

Time:

Sanctions/Next Steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed: **Date:**

Designation:

Appendix 6

GOLDEN RULES FOR PLAYTIME

What we want from Playtimes –

- To be happy
- Have a natter with friends
- Play safely and avoid rough games: be aware of your environment, watch out for younger children.
- Think about other people's feelings
- Let others join in our games: be ready to share
- Play safely with equipment and put it away sensibly after use
- Tell the teacher if anyone is hurt or upset
- Put litter in the bin
- Move sensibly in and out of the building.
- When it's wet and indoor play, be safe and sensible in the classrooms.
- Be assertive, be honest; look after ourselves and others.

What we do not like –

- Name calling, making faces and being rude
- Crowding around the door
- Playing too rough or in a way that could hurt someone: pushing, pulling jumpers, kicking, chasing and catching when a person doesn't want to.
- Running in the quiet area and climbing/jumping over the wall.
- Not letting others join in and play
- Spoiling other people's games
- Dropping litter
- Arguing
- Leaving equipment lying around
- Breaking things or doing something which might hurt someone or damage property.
- Retaliating over accidents- losing our temper.

What will we do about this?

- Talk to the children involved and remind them of the rules
 - If arguing, put them on a separate section of the playground until they can play without arguing. If the game is causing a big argument, stop the game and play something else.
 - Time-Out – stand by the wall for 5 minutes until we can play properly.
 - After 2 Time-Outs - have a time-out playtime (missed playtime).
- Involve members of staff, senior staff and then parents if necessary.

Appendix 7

Ideas to Promote Good Learning

- Take some responsibility for your own learning: be confident and have a go!
- Teamwork
- Be a good listener ... and a good talker
- Join in...share ideas
- Try challenging things; be resilient
- Support others; listen all ideas and suggestions-show respect
- Don't laugh if someone makes a mistake; good mistakes can lead to good learning. Knowing what you can't do is just as useful than knowing what you can.
- Don't be afraid to ask a question or ask for help.
- Don't waste time
- Look after equipment
- Take pride in your work and the school environment

A good learner:-

- does not quit
- always tries again when they make a mistake
- acts on advice given
- checks their work
- makes new friends and discovers new things
- tries what he/she cannot succeed at first
- is never afraid to ask or answer questions
- listens to other people and doesn't shout out.
- listens in class and is not afraid to ask for help when they need it
- listens and doesn't mind if he/she makes a mistake.

Ideas for Happy Lunchtimes:-

- Smile
- Good table manners (chew with your mouth closed - don't speak with your mouth full)
- Be polite: please and thank you
- Don't throw food on the floor
- Don't kick food around under the table
- Don't shout- be aware of the noise level
- Talk to your friends at the table - be sociable.
- Be patient
- Sing Happy Birthday like you really mean it and make someone happy

Ideas to support behaviour outside school:-

- STAR - Stop, Think, Act, Reflect
- Be assertive, be honest; look after ourselves and others.
- Think about consequences; is this a safe thing to do?
- Show respect for other people and other people's property.
- Don't climb where you shouldn't.
- Bikeability training for Y6
- Whole school pedestrian training
- Watch out for traffic.
- Look after your friends.