



**Biddick Hall Junior School**

**Behaviour and Discipline Policy**

**May 2019**

# **Behaviour and Discipline Policy**

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### 1. Vision statement

The school's policy is set in the context of the broader South Tyneside behaviour strategy to ensure that South Tyneside's children and families get the best start in life, remain healthy and aspire to a bright and prosperous future. To ensure everyone reaches their full potential, we work together to provide the best possible learning and recreation opportunities, with targeted protection, care and support for those in greatest need.

The behaviour strategy is particularly intended to ensure that all children and young people whose behaviour is preventing them from making progress and/or is inhibiting the progress of others are appropriately supported.

The South Tyneside SEND ranges give guidance on ensuring that the provision, systems and training are in place to effectively meet pupil's needs. This supports schools in having a graduated response to pupil behaviour to ensure that low level behaviour does not escalate into high level behaviours too quickly and to recognise that 'behaviours' often cloud other needs that require addressing as a priority.

### **At Biddick Hall Junior school we are committed:**

To enabling all children to access education successfully. This is an "inclusive" process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

### 2. Legal Guidance and Responsibilities

The DfE guidance, 'Behaviour and Discipline in Schools; Advice for Heads and school staff (January 2016)' has been read and used to guide the school on the legal obligations,

powers and responsibilities in terms of discipline and managing behaviour within the school.

“Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils<sup>1</sup>.”

### **3. Responsibilities and Expectations**

The named member of school staff with the responsibility for this Policy and its implementation is:

Name: Michelle Collinson

Role: Head Teacher

The Governor with designated responsibility for overseeing this Policy and associated procedures is:

Name: Allan Ball

Role: Behaviour and Attendance

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<sup>1</sup> <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

#### **4. Biddick Hall Junior School PRINCIPLES/KEY BELIEFS of Behaviour**

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect.
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in an Individual Education plan or where there is a high level of concern, a Pastoral Support Plan.
- Bad language is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- Corporate approach but with due regard for individual circumstances
- Opportunities for responsibility and recognition for non- academic achievement.

## 5. IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. (**Appendix 1**)

***IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.***

## 6. THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour on C-Poms.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year.

## 7. THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

## 8. THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the golden rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour and put into the incident file.

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 head teacher 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 for **misbehaviour outside school**.

Teachers can **confiscate** pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

## **9. THE ROLE OF NON-TEACHING STAFF**

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at Biddick Hall Junior School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non teaching staff treat each child fairly and enforces the Code of Conduct consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher.

## **10. PARENTAL INVOLVEMENT**

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Code of Conduct Appendix 1)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.

- Develop good communication between parents and school.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the **local authority** requiring them to register their child at a school.

For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction. The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

**Parents** have a clear role in making sure their child is well behaved at school.

**Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction.

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

**Parents** are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** applies for one.

## 11. BIDDICK HALL JUNIOR SCHOOL BEHAVIOUR POLICY

At Biddick Hall Junior School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

### Parents

- To be aware of Code of Conduct and the Home/School Agreement
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the schools authority to discipline children.

### Staff

- The Headteacher fully supports the staffs' authority to discipline.

- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere

### **Governing Body**

- To deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

### **Children:**

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the schools code of conduct
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the following positive qualities:

- Kindness
- Consideration
- Tolerance
- Respect
- Co-operation
- Patience
- Empathy
- Good Manners

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Aggression towards pupils and adults
- Swearing
- Rudeness
- Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

## **12. WORK MATCHED TO NEEDS / PROMOTING SELF ESTEEM.**

Staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.

## **13. STRATEGIES**

In order to assist with the implementation of our discipline policy, **staff** should:

- Aim to be good role models.

- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns
- Give reasoned explanations for their behaviour and sanctions imposed
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Use a common reward system throughout school with merit awards and house points awarded for academic and non-academic achievement and effort.
- Praise individuals, groups or classes as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Utilise present communication systems in school.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the Special Needs Coordinator.
- Arrange for counselling in school with an appropriate adult.

#### **14. CLASSROOM MANAGEMENT AND PROCEDURES**

To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.

- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

The use of Golden Rules is now in place in all classes in the school. **This is based on the principle that everyone has a right to learn and a responsibility to allow others that right.**

The rules are drawn up at the beginning of the year in consultation with the children. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

The school has seven Golden Rules. These are revisited regularly at school level (usually collective worship), class level and with individuals. The rules are:

- We will be friendly and kind.
- We will be helpful.
- We will respect other people and their property.
- We will take good care of the equipment, buildings and grounds.
- We will talk quietly.
- We will work hard.
- We will walk inside the building.

## **15. PLAYGROUND EXPECTATIONS**

- Expectations for playground behavior are very clear to all staff and children.
- Children are reminded about how to use each playground area and equipment.

- Adults warn children verbally if their behavior is inappropriate
- If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behavior continues they are given a timeout inside.
- If the child refuses to come inside then send for middle leader, deputy head teacher or head teacher to come outside.
- Any more serious incidents such as very aggressive behavior both physical and verbal send into deputy head or head teacher immediately – (if child refuses to come in send for deputy head or head teacher to come outside).

## **16. POSITIVE BEHAVIOUR MANAGEMENT**

### **Behaviours which may signify emotional and behavioural difficulties**

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

### **The most important cause of behavioural difficulties – Limited Self-Esteem**

The most important cause of behavioural difficulties in children is their limited self – esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends

### **Children/young people with exceptional behavioural and or SEN needs**

The majority of children/young people respond appropriately when staff work within the guidelines but some of our children/young people need additional support to learn to manage their behaviour. This is achieved through:

- Working within this policy
- Putting in additional scaffolding tailored to the specific needs of the child/young person

- Multi agency review
- Observation in a range of contexts
- Making the routines/strategies more detailed
- Drawing up a Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviours occur – shared with the child/young person, parent and other staff
- Drawing on additional resources from beyond the school, e.g. CAMHS, EP support and medical specialists
- Parental and family support to implement changes in strategies

## TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

## 17. BEHAVIOUR MODIFICATION

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

### Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Coordinator.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,

- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Assertive discipline**
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** .i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

## 18. PUNISHING POOR BEHAVIOUR

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher.
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable. In determining whether a punishment is reasonable, *Section 91 of the Education and Inspections Act 2006* says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should 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 should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

## **19. MALICIOUS ALLEGATIONS**

Allegations of abuse will be taken seriously, and BHJ will 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 will be 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.

## **20. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehavior when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- in some other way identifiable as a pupil at the school.
- adversely affecting the reputation of the school.

## **21. DETENTION**

Teachers have a legal power to put pupils (**aged under 18**) in detention. Biddick Hall Junior School uses detention as a sanction. This may include a playtime or a lunchtime.

## 22. CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

**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.

## 23. USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with 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. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

***Please Note: Parental consent is not required to restrain a pupil.***

## WHAT IS REASONABLE FORCE?

- 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.
- 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 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.
- **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.
- 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?

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

## WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- 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.

**COMMUNICATING THE SCHOOL’S APPROACH TO THE USE OF FORCE**

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

**STAFF TRAINING**

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. All staff have been team teach trained May 2016.

**Telling parents when force has been used on their child**

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil’s behaviour and level of risk presented at the time of the incident;
- the degree of force used;

- the effect on the pupil or member of staff;
- the child's age.

## **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' [DFE-00061-2011]* 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.

## **24. STAFF WELFARE**

- As employers, schools and local authorities have a duty of care towards their employees
- All members of staff involved in any incident should be allowed a period of debrief and recovery. The deputy head or head teacher will provide support to member(s) of staff involved. Any injuries to be noted on relevant accident

reporting forms and first aid administered if necessary. Ensure staff fit to return to duties before they do so.

## **25. REWARDS**

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management where necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups or departments as appropriate by:

- Classroom Assistants, all support staff and volunteers
- Class teachers
- Deputy Headteacher
- Headteacher
- Midday Supervisors

### **Rewards can include the following:**

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- House points, certificates for academic and non-academic achievement
- Headteacher award on work or as a sticker
- Placing value on achievements e.g. work shown to another class, name in
- Part of Celebration Assembly
- Special responsibilities e.g. being a monitor/house captain
- Child, group or class, singled out as a role model
- Weekly merit award

## **House System**

The House system operates consistently throughout the School as follows:

- Classes are divided into 4 houses - mixed ability and behaviour.
- House point totals are shared weekly and will be displayed in the hall
- Children will be awarded house points for academic achievement and for non-academic achievement.
- House captains and vice captains will total up the points on a weekly basis.
- At the end of each term the winning House and class will receive a treat.

## **Golden Time**

“Golden Time” has been included in each class’s weekly curriculum as part of our school positive behaviour policy (30 minutes maximum every Friday afternoon).

With “Golden Time” children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school.

“Golden Time” ensures that the children who behave well, which are the majority, are rewarded.

All classes organise their own golden time activities at the start of a week. Ideally, those children who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege that they had a part in deciding.

## **26. SANCTIONS**

### **If the golden rules are broken the following sanctions may be taken:**

(Sanctions will be differentiated to the needs of the children – only 10 minutes of Golden Time can be taken in one session)

1. Children will be reminded of the ‘Golden Rule’ they have broken
2. Children will be given a verbal warning by the class teacher
3. Loss of 10 minutes of Golden Time
4. ‘Time out in class’ will be used (sitting away from others etc.. or next to a staff member)
5. Teachers may send their pupils to another class for a 10 minute time out period to reflect on their actions
6. Children may then be sent to a middle leader CL, LR, FD or GD to explain their behaviours ( if the pupil refuses ring the appropriate staff member to come and remove)

7. After a combination of the above sanctions children may then be sent to the deputy head teacher/head teacher for further reflection ( if the pupil refuses ring the appropriate staff member to come and remove)
8. Parents informed.
9. Seclusion – disruptive pupils placed in an area away from other pupils for a limited period.
10. Discussion with the SENCO and Educational Psychologist and/or outside agencies
11. Pastoral support plan written

### **Further Sanctions**

The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Seclusion -- disruptive pupils placed in an area away from other pupils for a limited period.
- Fixed exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.
- Prior to the exclusion of a child these steps must be taken:
- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies

## 27. STAGES OF INTERVENTION

The school's discipline procedures can be summarised into four stages.

### Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from another adult in school – middle leader or senior leader
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

### Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the SENCO, stating the reasons why.

### Stage 3

- Discussions between the SENCO and parents, involving the child as appropriate, to try and resolve the problem. IEP written if appropriate.
- If there is no improvement, the SENCO should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.

### Stage 4

- Discussions between the Headteacher and parents involving the child as appropriate. The class teacher and Deputy Headteacher/SENCO to be included as necessary. Involvement of appropriate external agencies may be considered.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why. This could result in an seclusion or an exclusion.

## **28. REVIEW AND MONITORING**

This policy will be reviewed yearly.

## **Appendix 1**

### **CODE OF CONDUCT**

#### **Do's of the playground**

- **Do** look after the younger children
- **Do** pick up litter
- **Do** stand quietly after the bell and walk into school
- **Do** stay off the grass unless given permission
- **Do** stay on the playground
- **Do** play safely and treat each other with kindness and consideration
- **Do** let everyone join in
- **Do** use respectable language
- **Do** walk away from trouble and tell an adult

#### **Do's of the classroom**

- **Do** be punctual
- **Do** use your manners
- **Do** put your hand up
- **Do** listen to the teacher and one another
- **Do** your best
- **Do** walk in class
- **Do** tidy up
- **Do** remember homework
- **Do** sit correctly
- **Do** talk quietly
- **Do** bring PE kit in on correct days

### **Do's of the school areas**

- **Do** walk and keep to the footpaths
- **Do** look after school property
- **Do** respect all grown ups
- **Do** keep the school tidy
- **Do** hang up coats
- **Do** wear correct uniform
- **Do** make visitors welcome
- **Do** smile and be happy



PUPIL REFLECTION SHEET



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Golden Rules:**

1. We will be friendly and kind.
2. We will be helpful.
3. We will respect other people and their property.
4. We will take good care of the equipment, building and grounds.
5. We will talk quietly.
6. We will work hard.
7. We will walk inside the building.

Which parts of the Golden Rules did you not manage to keep? What went wrong?

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What choice should you have made?

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What do you need to do now? Do you need support to do it?

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