

HOLLINSWOOD PRIMARY SCHOOL AND NURSERY **WHOLE SCHOOL BEHAVIOUR AND DISCIPLINE POLICY**

Aims

At Hollinswood Primary School and Nursery we believe that children learn best and behave best when they know what is expected of them. We want to help them to grow up with a clear view of what is right and wrong and an appreciation of the needs of others and the society around them. We believe that it is important to teach the behaviour that we want to see in school, and support that behaviour through positive encouragement. In doing this we expect to be actively supported by parents. All children and adults in school are valuable, irrespective of age, gender, or race and deserve respect as individuals.

All our children are expected to behave well:

- To show respect, understanding and care for each other
- To expect and foster positive attitudes towards good behaviour, courtesy, morality and responsibility.
- To gain self esteem through a trusting and caring environment.
- To learn the importance of self discipline and self respect.
- To establish excellent relationships between all members of the school, with parents and the community.

Our School Rules

To support the children in understanding these expectations, our school rules have been written following consultation with all children and staff in school.

- We always try our best and never give up.
- We behave sensibly and safely around school, showing awareness of other people.
- We pay attention, listen carefully to instructions and follow them.
- We take responsibility for ourselves, other people and everyone's belongings.
- We see the positive in ourselves and others.
- We are polite, friendly and respectful to all.

Expectations of all adults in school

- Consistently positive and appropriate language used at all times. Model behaviours expected of the children – being polite.
- Meet and greet – start of the day, interactions in the corridor, at the end of the day, staff and children, staff and staff

- Register – a quiet time when all the children greet the class teacher – eye contact... (look for a way to find out feelings...)
- All staff will address and deal with positive and negative behaviours as they occur, and will see that through.
- All staff consistently use positive reinforcement for all children which is deemed as fair for all.

Promoting Good Behaviour as a whole school

There are certain factors which have an impact on children's behaviour and the following are essential in motivating pupils and reducing the likelihood of disruption:

- A well planned, relevant, appropriately differentiated curriculum
- Clearly defined expectations of behaviour set out in a few simple, positively stated rules.
- Have clear, consistent routines – communicated to the children.
- Enhancing children's self esteem through praise and encouragement, valuing their efforts and creating a safe emotional environment.
- Giving children the opportunity to "get it right".
- Giving children the opportunity to see modelled good behaviour and drawing attention to desired behaviour.
- Use the whole school Team Points system in place to encourage and celebrate success.
- Following the steps system to focus on learning and minimise low level disruption.
- Ensuring that all staff have a responsibility for all children and all consistently follow the same expectations of behaviour.
- For the child who displays difficult behaviour provide more supports to act as a bridge in bringing about the desired behaviour.
- Home/ school agreement between school, parents and child that agrees roles in promoting good behaviour.

Classroom Behaviour Management

We believe as a school that the key to good behaviour management is Quality First Teaching. All lessons will be at least good. This includes using a range of strategies to engage all children and promote high expectations:

- Good teaching environment – Layout of the room and resources, well planned to enable independence
- Well planned lessons which promote enthusiasm and curiosity
- Ensure that the children understand the learning objectives and success criteria for the lesson.
- Differentiation of task – ensuring a match of work to ability, and ensuring it provides appropriate challenge

- School/class rules shared with children and well displayed
- Establish ground rules – what to do if they complete work early, get stuck
- Timing of activities – keeping everyone busy
- Classroom routines known to the children and parents
- Effective use of additional adults
- Consistent high expectations of all children and share this with them
- Dealing with inappropriate behaviour in the agreed ways

Reward systems

We recognise and reward good behaviour in a variety of ways. Alongside the whole school reward system 'Go for Green' which uses a traffic light system and rewards for those children who follow school rules, staff will maintain a positive attitude to learning, giving children verbal and non-verbal encouragement. These might include:

- Body language – nod, smile, clapping
- Whole class praise e.g. thumbs up, YES!!, special times, playtimes
- Public praise e.g. celebration assembly, celebration book and a letter home.
- Written praise e.g. response to work through marking and positive comment
- Symbolic praise e.g. stickers, smiley faces, stamps
- Head teacher praise and stickers
- Behaviour charts
- House team points

Reward systems relate to work and behaviour.

Agreed positive reinforcement linked to the school rules:

School rules will be displayed in all class bases and some communal areas. Children through the day who are seen to be following rules well are acknowledged and reference made to them.

Children who stay 'Green' all day will be rewarded with team points.

Other incentives such as 'Hats of Brilliance', 'Rosettes of Genius' and 'Proud to shine' displays are used to recognise

Unacceptable behaviours

Disruptive or unacceptable behaviour can still occur and will, depending on circumstances, be dealt with discretely. Some examples of unacceptable behaviour are:

- Refusal to get on with a task
- Being unkind to other children

- Scribbling on or spoiling books and work
- Damaging equipment
- Rough play on the playground e.g. pulling coats, pushing or jumping on others

Agreed Sanctions:

Each lesson begins on green.

Step 1:

Positive reinforcement – as above. Use a child who is following a rule.

Step 2: A Reminder Conversation

Acknowledgement of the rule which is not been followed
 "I have noticed that you are finding...(rule)... difficult today"
 Reflect back to a time when they were able to follow rule
 Outline expectations – In our school...
 Leave to give child time to change behaviour

Step 3: A Warning (move to Amber)

Re-acknowledgement of the rule which has not been followed.
 Same conversation and opportunity to put things right.
 Warning to be "go for time out"...

Step 4: Time Out in... (Move to red)

Agreed place to go to for time out within planning teams
 5 minutes time out... sheet to be completed to recognise behaviours
 Return to class to get back to learning.

Step 5: Back in Class.

Re-acknowledgement of the rule which has not been followed.
 Same conversation and opportunity to put things right.
 Warning to be "go for playtime sanction"...

Step 6: Playtime Sanction

All morning break or first 15 mins of lunchtime – staff to organise this.
 Letter is sent home with a slip which needs to be signed and sent back to school
 Swearing – move straight to step 6 (needs judgement)

Times when need an immediate SLT response. If required, send a message with detail of incident to member of SLT.

- **Aggressive behaviour – endangering self and others**
- **Threatening behaviour, i.e. using inappropriate language**
- **Leaving school building**
- **Racist incident**

It is important that teachers work down the list of sanctions, allowing the child time to correct their behaviour before more serious sanctions are used. If an episode of unacceptable behaviour occurs during playtime or lunchtime, the person who is on duty must deal with it, following the school steps. If it is not possible to deal with it during the break time, the same member of staff must speak to the child later in the day instead of passing the matter to another member of staff.

Additional Courses of Action for specific pupils with particular needs.

Individual children may sometimes need additional help or structured support. This may be given through a statement of special needs, but there may be other pupils who from time to time require further support.

When behaviour strategies outlined above are not successful the following courses of action may be taken:

- Establish an individual provision map outlining support strategies using a consultation between staff and the SENCO to look at interventions. This may include use of additional school resources including staffing to support needs.
- Discussion with a child's parents to keep them informally apprised of their child's behaviour difficulties (e.g. via the telephone or at a meeting)
- Advice from, or referral to the Behavioural Support Team or other external agencies (e.g. L.S.A.T. or E.P.)
- Formal meetings, to include parents and others when appropriate, may be arranged by the Head teacher to consider the best ways forward.
- Use of the CAF / TAC process, including using the Fair Access panel when appropriate

Assessment and Reporting

Each class teacher should log behavioural incidents using the O-Track system. All teachers are to be shown how the system operates. This is for the class teacher to record serious incidents and their sanctions, allowing for a record of behaviour patterns to be kept and monitored.

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, sexual orientation, learning abilities, sensory or physical impairment, social class 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

The school may be involved in disciplining pupil's misbehaviour '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 head teacher are lawful. **(see appendix 1)**

Leaving the classroom or school grounds without permission

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. However, it is essential 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. Staff will intervene when appropriate, and take a mobile phone if they follow off site. 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.

Searching and confiscation

The Head teacher, Deputy Head teachers and senior members of staff have a statutory power to search pupils or their possessions, with or 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 2)**

Use of reasonable force

The term 'reasonable force' covers the broad range of actions used by all members of staff at some point in their career that involves a degree of physical contact with pupils. Force is usually used to either **control** or **restrain**.

The use of physical intervention is 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 in the class behaviour record. **(see appendix 3)** and recorded and analysed by the Head/Deputy. The school will ensure that appropriate staff are MAPA trained.

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Head teacher 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. Staff should never feel isolated when dealing with challenging behaviours. It is always helpful and supportive if staff talk about concerns and consider strategies beforehand. We have a system to summon help if needed from a colleague and the use of walkie talkies. Staff should also pay attention to their own self esteem. We can act as models by making positive comments about ourselves and our colleagues.

Exclusions

If, in extreme circumstances, the headteacher considers that there is a need to exclude the child, because of a fear of real danger to other children or to themselves, then the 2008 guidance would be followed. A copy of the 2008 full guidelines can be seen by contacting the headteacher. A child returning to school after a period of exclusion would have a behaviour support plan drawn up.

Exclusion will only be considered when all other avenues have been explored to protect the other children and staff from mental and physical harm.

Role of the Governors

The governors support the headteacher and staff in maintaining a high standard of discipline. In consultation with the headteacher the governors establish the principles for the school's behaviour and discipline policy which will be acted on and clearly understood by children, parents and school staff. They adopt a home/ school agreement and have a specific role to play in the exclusion and complaints procedures.

Partnership with Parents

As a school we aim to

- Provide a welcoming atmosphere which encourages parents to become involved and promotes an active home/ school partnership.
- Ensure that parents are not only told when their child is in trouble but also when they have been praised.
- Ensure that parents are familiar with the main points of the behaviour policy through the Behaviour Policy Leaflet.

We communicate this through – induction meetings, parent/ teacher meetings, school prospectus, home/school agreement, behaviour policy leaflet, celebration assembly.

Bullying

Bullying in this school will not be tolerated. We believe that bullying involves;

- Deliberate hurtful behaviour

- A repeated pattern of either physical, verbal or indirect hurtful behaviour
- Difficulty found by the bullied individual to defend themselves.

Our approach involves all staff, children, parents and other adults. It will be dealt with pro-actively by following the school Anti-bullying policy.

Appendix 1

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 head teacher 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 Head teacher 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 Head teacher will consider whether it is appropriate to notify the police or Community Support Officers on Hollinswood 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 2

Searching and confiscation

The Head teacher, Deputy Head teacher 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 from 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 Head teacher, Deputy Head teacher 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.

As a result of having no male members of staff, Mr Atkinson the Head teacher would have the power to search a male pupil. This would be witnessed by a senior female member of staff.

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 Head teacher, Deputy Head teacher and two senior members of Staff are authorised to use these powers. As a result of only having one male member of staff, Mr Atkinson would also have the power with a senior member of staff present.

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 suspects 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 3**).

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:

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

- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- 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.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- 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 3

The use of reasonable force

What is reasonable force?

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

2 Who can use reasonable force?

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

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) 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.
- (iv) 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 experts³ 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 is 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.

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.

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