

# ***The Stonebridge School***

## ***Behaviour and Discipline Policy***



## Behaviour and Discipline Policy

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## **INTRODUCTION**

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and

At Stonebridge Primary 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. We aim:

- 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 and good self-management.

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.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are

carried out with a view to safeguarding and promoting the welfare of children.

## **PHILOSOPHY**

At Stonebridge School we aim to provide a safe, friendly and caring environment for every member of the school community. We also aim to create conditions for a community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment. We believe that every child should have his or her social, emotional and behavioural needs met. We also aim to ensure that all pupils are given the opportunity to be taught properly and be given the opportunity to succeed. Children need to be aware of moral issues such as right and wrong, fairness, tolerance. It is also important to remember that school is a corporate community where every child has the right to be safe and happy and, at the same time, has the responsibility to see that others in the school community are safe and happy too. Stonebridge School does not tolerate racism, sexism, homophobic behaviour or attitude or name calling. Discrimination of any kind is dealt with appropriately.

## **PRINCIPLES**

- 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.

## **PROCEDURES**

This will be achieved by:

A full understanding by all stakeholders of the school's core values of Consideration, Positive Attitude and Respect (CAR).

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.***

## **THE ROLE OF THE HEADTEACHER**

It is the role of the Head teacher, under the School Standards and Framework Act 1998, to implement the school's 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 Head teacher to ensure the health, safety and welfare of all the children in the school.

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

The Head teacher has access to records of all reported incidents of misbehaviour in the Behaviour Files.

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. The School Governors are notified of any such action that has taken place.

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

## **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 him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the Head teacher, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the Head teacher on which he or she can base the school's behaviour policy.

The governing body will notify the Head teacher that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the Head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- 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.

The governing body will in consultation with the Head teacher consider what the school's response will be to:

- 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.

## **THE ROLE OF THE CLASS TEACHER**

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

The class teachers must 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 'Going for Gold' and the School's Core Values (CAR) 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 in the Concern Files

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 **educational 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.

## **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 Stonebridge Primary 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 Going for Gold and the School's Core Values (CAR) consistently and treat all children in their group with respect and understanding.

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

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

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, positive Attitude and respect (CAR) for other people at all times. (See Going for Gold 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. **(See Appendix 2. Home-School Agreement)**

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.

## **STONEBRIDGE PRIMARY SCHOOL BEHAVIOUR POLICY**

At Stonebridge Primary 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 Going for Gold 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 Head teacher 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 core values
- 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:

Tolerance	Compassion
Courage	Integrity
Empathy	Trust
Joy	Justice
Freedom/ Liberty	Dignity
love	Faith
Loyalty	Determination
Positive Attitude	Resilience
Consideration	Equality
Respect	Democracy
Generosity	Honesty

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking, excluding others, 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.

### **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.

### **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, 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, staying on the left when using the staircases
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group games in the playground, placing emphasis on taking turns

- Give reasoned explanations for Going for Gold and resulting sanctions
- Use key words for reinforcement e.g. positive attitude, respect and consideration, sharing, friendship.
- Emphasise the value of the month and the Empowering Learning principles.
- Use a common reward system throughout school awarded for academic and non-academic achievement and effort.
- Praise individuals, groups, classes or year groups 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 agency.

### **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.
- Involve children in the organisation of systems wherever possible.
- Be positive in communications e.g. use of 'please walk', rather than 'don't run'.

The use of class Contracts 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 contracts 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.

## **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 anger 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.

### **Dealing with emotional and behavioural difficulties in school**

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them.

However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

### **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 there is support amongst staff in addressing the individual pupil's needs and those of the whole school.

### **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** e.g. 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
- **Behaviour Record.** The Senior Strategic Team keep records which outline inappropriate behaviour which has been brought to their attention.
- **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 children must not be made to stand outside a classroom but be sent to a parallel class.

## **MALICIOUS ALLEGATIONS**

Allegations of abuse will be taken seriously, and Stonebridge School 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.

## **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 misbehaviour 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.

## **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.

## 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.

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 or oneself.

### **WHO CAN USE REASONABLE FORCE?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to only to members of staff at the school

### **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 learning 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 SEND.
- Schools do not require parental consent to use force on a pupil.
- 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.

## 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

The Head teacher 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.

## 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/carers will be informed.

In deciding what a serious incident is, 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 member of staff, the school should ensure that they have access to a named contact who can provide support.
- Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
- 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.

## **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 or year groups as appropriate by:

- Learning and Teaching Assistants, all support staff and volunteers
- Class teachers
- Peripatetic teachers
- Year Team Leaders
- Assistant Head teachers
- Deputy Head teacher
- Head teacher
- 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
- Certificates for academic and non-academic achievement
- Head teacher award on work or as a sticker
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Affirmation Assembly
- Special responsibilities e.g. being a Red Hat
- Child, group or class, singled out as a role model

## **SANCTIONS**

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- Playtime detention may be given for a serious offence

- Parents informed and involved in the behaviour management process
- Use of report card or progress book (SLT member informed)
- Time out e.g. another group, another class ,
- Child to sit by teacher
- Reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Developmental written comment on work
- Work to be completed in the child's own time or at home.
- Child sent to another appropriate adult to explain their misbehaviour.
- Referral to Senior Teacher/Head teacher

### **Further Sanctions**

In addition the class teacher can seek the involvement of the Deputy Head teacher or Head teacher. The Head teacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed term exclusion
- Internal exclusion
- Permanent exclusion (in extreme circumstances only)
- 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 may 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 difficulties
- Involvement of the child where appropriate including reasons for action taken
- Discussion outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written.

## **STAGES OF INTERVENTION**

The school's discipline procedures can be summarised into five stages. These stages of intervention should be logged and dated.

### **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 the Year Team 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 Deputy Head Teacher, stating the reasons why.

### **Stage 3**

- Discussions between Deputy Head Teacher, and parents, involving the child as appropriate, to try and resolve the problem. An IEP may be written, if appropriate.
- If there is no improvement, Deputy Head teacher should inform the parents and child that the matter will be referred to the Head teacher stating the reasons why and outside agencies such as the Brent's Inclusion Team, in order to prevent exclusion.

### **Stage 4**

- Discussions between the Head teacher and parents involving the child as appropriate. The class teacher, and the Deputy Head teacher to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents and child.

- If there is no improvement the Head teacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

## **Stage 5**

The Head teacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

### **PROCESS AND RECORD KEEPING**

- Where behaviour is persistently below the standard required the pupil may be entered on the Special Needs register at 'cause for concern and strategies set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.
- If the problem is more serious the child will move to 'School Support when strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all those who work with the child, the parents and the child themselves, where age appropriate. This will include setting up an IEP (Individual Education Plan) for that pupil.
- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour. E.g. ABC, Antecedent, Behaviour and Consequences, approach to behaviour patterns, timetable based monitoring.
- If the behaviour does not improve the child's name moves to 'School Support with outside agencies'. This step will be discussed at one of the regular School Based Review meetings. The Individual Education Plan is continued. LATA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- Where pupils reach School support and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the Deputy Head teacher and SENCO may be set up a Pastoral Support Plan with a view to preventing the child from being

excluded. This plan will involve the parents, pupil, teachers and LATAs and any external professionals involved with the child.

- *In very extreme circumstances, the Head teacher may exclude a child from school either for a fixed period or permanently.*

### **REVIEW AND MONITORING**

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the school's review cycle.

Policy agreed by staff on November 2017

Policy agreed at Curriculum and Standards Committee on October 2017

## Appendix 1

The GOING FOR GOLD system is a whole school initiative to encourage positive attitude and behaviour. It has an award system with bronze, silver and gold levels. All staff are expected to implement the school wide system in the classroom and at lunchtime.

### **REWARDS**

All children to stay on gold and receive ticks for the day. They want to aim high.

15 ticks – 15 days being on gold for great behaviour- they get a bronze sticker in assembly.

30 ticks -30 days on gold for great behaviour they get a silver sticker in assembly.

50 ticks – 50 days great behaviour they get a gold certificate and prize in assembly.

As well as individual aim, as a class if they get 3 out of 5 days of them all being on gold-smiley face, they get a class certificate and privilege card. Once the class has collected 5 then 15 then 35 privilege cards they get an agreed privilege- this is discussed by classes and Article 12 group to feedback decision to the Deputy Head.

### **SANCTIONS**

All children start the day on the smiley face – the gold, irrespective of where they were the previous day

Children get 2 warnings before their name is moved to 'so-so-face'. i.e. "this is your first warning" "this is your second warning, if I speak to you again you will be moved to the so-so-face".

If the child is moved to the 'so-so-face' they have 1 warning before being moved to the sad face. i.e. "this is your warning, next time you will be moved to the sad face". If the child is moved to the sad face and they are spoken to again, they are instantly removed to the parallel class with removal note and reflection sheet.

## Appendix 2

### Stonebridge Primary School – Home/School Agreement

#### The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- To discuss progress, reading weekly newsletters and endeavoring to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules
- Support the school's policy on uniform

#### The school

The school will endeavour to:

- care for your child's safety and happiness
- provide a balanced curriculum whilst meeting the needs of your individual child
- keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- hold regular Parent's Evenings and provide an annual written report
- set and mark homework
- be open and welcoming and offer opportunities for parents to become involved in the daily life of school

Signed: \_\_\_\_\_

Parent of: \_\_\_\_\_

Signed: \_\_\_\_\_ Head teacher

## Appendix 3

### SCHOOL RULES

- Children must not bring toys or any valuable equipment to School unless directed by a teacher or member of staff
- The School complies with the Local Education Authority rule that TIPPEX must not be used by children.
- For safety reasons long hair should be tied back.
- Make up and jewellery, including nail polish, should not be worn in School.
- Chewing gum and sweets are not allowed in School.
- Only Healthy Snacks and Packed lunches to be eaten on the school premises.