



The Beacon Centre  
Leading The Way To A Brighter Future

# BEHAVIOUR POLICY

## 2019 / 20

| Reviewed by:         | Signed:   | Date:    | Review Date: |
|----------------------|---|----------|--------------|
| Head Teacher         | <br>K Walton | 30/01/20 | January 2021 |
| Leadership Team      | <br>D Gray   | 30/01/20 |              |
| Management Committee | P Walsh<br>Chair  | 30/01/20 |              |

## Addendum: Temporary Covid-19 update on our Behaviour Policy

Please be aware that during the phased return of students to our school, the safety of students and staff is of paramount importance. Our policy during the Covid-19 pandemic has therefore been simplified.

“If a student misbehaves or acts in any manner that is deemed unsafe, parents/carers will be contacted and the school will issue suitable sanction in order to adhere to government safety measures.”

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## Mission Statement/Vision statement

The Beacon Centre operates across two sites: Beacon Centre Primary (Marine Park) and Beacon Centre Secondary (Temple Park Road) which are fully inclusive places of learning which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

As a Pupil Referral Unit (PRU), The Beacon Centre welcomes pupils from KS1 to KS4 from across the Borough of South Tyneside when they are unable to attend mainstream school. This may be because they are permanently excluded or at risk of this, struggling to maintain attendance because of anxiety or crisis, or new to the local area and have Special Educational Needs.

The Beacon Centre is a short-stay provision which provides placements according to individual need. These may be time limited where pupils are supported to return to their own or another school or longer term, where pupils require a multi-agency assessment of their needs or are unable to return to school as a result of poor behaviour for continued anxiety.

Our Mission Statement is: *“Leading the way to a brighter future: working in partnership we are committed to providing our students with the basic skills to become successful and confident learners by delivering a personalised learning programme which will equip them to be responsible citizens”*. We do this by offering extended learning opportunities through a more alternative curriculum which provides students with skills which equip them for life and to allow every pupil to move on successfully to the next step in their education, employment or training.

The school has a multi-disciplinary approach to supporting the needs of children and young people and carries out assessments of pupil’s basic skills on entry to the service to identify curriculum areas of weakness, and where necessary, refers to the appropriate professionals for purpose of further assessment.

The Beacon Centre follows the National Curriculum where appropriate, led by teachers with the support of Teacher Support Assistants. Pupils are also supported with reintegration packages when new mainstream educational provisions have been identified.

We personalise our learning programmes to take into account individual needs, by offering a safe and nurturing environment with a focus on improving confidence and raising self-esteem. Whilst encouraging our students to grow, learn and make progress both academically and socially to achieve the best possible outcomes.

Our vision for the future is centred around our 4 key objectives and is a focus on everything that we do:

1. To improve teaching, learning and assessment across secondary and primary provision
2. To increase pupils’ attendance and reduce persistent absenteeism

3. To accelerate pupil progress in Mathematics across primary and secondary provision
4. To extend the curriculum offer and facilitate wider opportunities for curriculum enhancement across primary and secondary

**Aims**

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support students in their responsibility for their own behaviour management.

The policy extends to all members of the school community and has been devised in agreement with staff, students, governors, parents and carers.

The policy aims to:

- Ensure expected standards of behaviour are shared with the school community.
- Ensure all adults and students understand, support and promote this policy.
- Ensure boundaries, sanctions and rewards are consistent and understood
- Enable students to develop reasoned, self-discipline and socially acceptable behaviour.
- Encourage all to maintain high standards of appearance, take pride in themselves, their school and their community.
- Ensure effective learning opportunities for all
- Ensure inclusive practice and equality of opportunity

**Responsibilities and Expectations**

***Named Members***

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

Name.....Dominick Gray.....

Role.....Deputy Head Teacher and SENCO.....

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

Name...P Walsh

Role.....Chair

***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>.”

***Students are expected to:***

- Understand the Policy and engage in discussions about it
- Understand what is expected of them and acknowledge the responsibility that they have for their own behaviour
- Adhere to the Policy whilst in school, off-site visits, and to and from school.
- Support other members of the school community in promoting the expectations of good behaviour
- Ensure school work and homework is well presented, completed to a high standard, and handed in on time.

***Parents and carers are expected to:***

- Respect and support the school’s policy and the authority of the school staff.
- Understand the Policy and actively support it through discussions with their children, role modelling and leading by example.
- Ensure their children adhere to the school’s policy and expectations.

***The Head’s responsibilities:***

- Ensure a school behaviour policy is in place, approved by the Governing Body, in line with the Local Authority guidelines and is reviewed annually.
- Ensure the policy is understood and adhered to by all staff.
- Ensure only authorised staff carry out physical interventions.
- Ensure that all staff know the physical intervention procedures, including who to report to and where and how they should be recorded.
- Make sure that adequate resources are available to ensure this policy is implemented.
- Ensure staff receive information, instruction and training, for example, ‘Team Teach’ ‘positive handling techniques, de-escalation, etc.
- Ensure individual student risk assessments and positive handling plans are put in place and regularly reviewed.
- Ensure all incidents where a physical intervention has been used are recorded and followed up.
- Decide when to work with other local agencies to assess the needs of students who display continuous disruptive behaviour.
- Provide pastoral care for staff accused of misconduct.

***Staff responsibilities:***

- Set high standards of professional behaviour, politeness, self-discipline and respect to all as set out in the Code of Conduct For Staff policy

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

- Listen to students, making it clear through their response that students' comments are being taken seriously and are of importance.
- Actively support the policy through discussion with students and leading by example.
- Discipline students whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Apply the principles, rewards and sanctions as detailed in the policy as part of their classroom and behaviour management.
- Report concerns related to behaviour of students, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies, for example' **Safeguarding or Whistle Blowing**.

***Governors are expected to:***

- Refer all matters regarding discipline to the Head who, in consultation with relevant parties, will investigate all issues.
- Understand the school's policy and actively support it, by setting a good example at all times whilst in and out of school.
- Ensure that policies designed to promote good behaviour and discipline on the part of its pupils and all members of the school community are reviewed on an annual basis.

***School expectations – all members of the school community:***

- Adhere to the **Attendance Policy**.
- Students are expected to wear regulatory school uniform at all times to and from school – see **Admission Policy**
- Be polite and respectful at all times
- Treat the school and community environment with respect
- Cooperate with others on health and safety, and do not interfere with, or misuse, anything provided for your health, safety or welfare. Fire equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Be aware that the following items are prohibited in school, :
  - a) Knives and weapons
  - b) Alcohol
  - c) Solvents
  - d) Illegal drugs
  - e) Stolen items
  - f) Tobacco cigarettes, cigarette papers, cigars, matches, lighters, etc.
  - g) Material that is inappropriate or illegal for children to have, e.g. that is racist or pornographic.
  - h) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - i) Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons, knives and extreme or child pornography will be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it<sup>2</sup>.

## **Behaviour Outside School**

### ***Travel to and from school***

The expectations in this Policy apply whilst students are travelling to and from school.

### ***In the Community***

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the student's parents or carers. Staff will discipline the student on the school premises or in a place where the student is under the lawful charge of the staff member, in-line with this policy and legal requirements.

### ***Off-Site Visits***

The expectations in this Policy apply whilst students, staff, volunteers and helpers are involved in any off-site school visit.

### ***Unacceptable Use of Technology***

The school takes the issue of unacceptable use of technology by any member of the school community very seriously.

The school expects parents and other adults within the school community to act responsibly when using on-line technologies. The expectation of parents is set out in the Acceptable User Policy. Failure to comply with these expectations could similarly result in parents and/or other adults being banned from the school site, and the incident may be reported to the police. For further information please refer to the "**Acceptable User Policy**".

## **Behaviour Management**

### ***Duty of Care***

Staff are required to do all that is reasonable to protect the health, safety and welfare of themselves, and of other persons, including students, who may be affected by their acts or omissions at work. Their legal responsibilities derive from three sources:

- the common law duty of care;
- the statutory duty of care; and
- The duty arising from the contract of employment.

On occasions staff may have to implement physical intervention when the behaviour of students becomes unsafe. This is inevitably a high risk action. Guidelines cannot anticipate every situation and, therefore, the sound judgement of staff at all times is

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<sup>2</sup> [https://www.legislation.gov.uk/ukxi/2012/951/pdfs/ukxi\\_20120951\\_en.pdf](https://www.legislation.gov.uk/ukxi/2012/951/pdfs/ukxi_20120951_en.pdf)

crucial. This may mean stepping back from the situation if physical intervention would put you at direct risk, but could include summoning assistance. It is not acceptable to do nothing.

### ***School/Classroom Expectations***

These have been compiled in consultation with all students. These expectations occur in all classrooms and in all areas of the school.

Pupils are expected:

- ★ to arrive on time
- ★ to behave sensibly and with due regard for others, including the safety and health of others
- ★ to be polite and try to assist others whenever possible
- ★ to follow the classroom expectations
- ★ to follow instructions from members of staff without question

Support:

- ★ Pupils may expect to receive appropriate support for individual needs
- ★ This can include support with learning, behaviour, special talents or gifts
- ★ Pupils can expect to be offered a range of extra-curricular activities to suit their needs
- ★ Pupils can expect their concerns and opinions to be listened to appropriately
- ★ Pupils have a right to be represented through the school council

Rights:

- Pupils have a right to be protected from violent and abusive behaviour
- Pupils have a right to a climate in which their learning is undisturbed

Responsibilities:

- Pupils are responsible for their own behaviour
- Pupils are responsible as members of the community for helping to create a climate in which everyone is safe and has the opportunity to learn

### ***Preventative and De-escalation Measures***

The school believes that preventing inappropriate behaviour is more effective than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement, adults and students should:

- Work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each student
- Acknowledge and celebrate the talents, gifts and differences between individual students

- Are always asked to do the best they can. Staff members' will teach and facilitate this behaviour.
- Praise and reward appropriate behaviour
- Use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the student's voice
- Restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships

### **Exit Strategies**

- Staff should NOT try to physically block the exit route of an angry or highly agitated pupil. If the pupil is threatening to leave class they should be reminded that this will be a choice that they are making. As soon as the pupil leaves the room agreed school procedures should be put into action

For additional information please refer to the school's "**Positive Handling**" Policy, "**Code of Practice for Team Teach Tutors**" and the **De-escalation Training Pack – Fife Council Education Service**' .

### **Rewards**

The school recognises that a positive learning environment can be created by recognising positive efforts, praising students and building mutual respect between staff and students, and between the students themselves. Appropriate behaviour will be praised and rewarded. The Beacon Centre will promote good behaviour by pupils through a system of recognition and reward.

Some examples of these are:

- Praise and positive verbal and written feedback
- Consistent use of reward system in all subjects and by all staff
- Appropriate target setting with relevant target setting in relation to academic and behaviour for learning targets which are discussed weekly with subject staff and tutors
- Certificates of achievement / achievement assemblies
- Postcards / Letters and phone calls to parents/carers.
- School reports
- Parental meetings and reviewing of progress
- Use of Class Dojo system (Primary)
- Opportunity to participate in "Reward Trips" on a weekly (Bronze, Silver, Gold) and half termly basis (Secondary)

Please also refer to the school's "**Reward System for Positive Behaviour**" Policy.

### **Sanctions and Consequences**

Agreed strategies if difficulties occur:

- Verbal warning

- ❑ Ask young person to move seats
- ❑ Require young person to work in a 1:1 with a member of the support staff
- ❑ Young person expected to make up time at the end of the day (5 minutes / lesson) or the following day (15 minutes)
- ❑ 30 minute SMT detention at the end of the week if students do not acknowledge the consequences and complete the detention set. Failure to do so will result in the young person working in seclusion for a day the following week.

An additional member of staff may assist with a small number of young people who cause concern. There must be a degree of trust and responsibility for this member of staff to make a professional judgement about where the young person goes at the end of a lesson. There should be a discussion with the young person regarding choice of actions and allow them the opportunity to process that information. Continued refusal to do as requested will require level of intervention by SLT and include involvement of parent / carer to keep them informed about behaviour being displayed

In all disciplinary actions, it is essential for the student to understand that it is the behaviour that is unacceptable, and not the student as a person.

A member of staff or person, who has authorisation from the Head, has the authority to issue sanctions. The sanction, by law, must be issued whilst the student is under charge of a member of staff and in proportion and be reasonable, taking into account the student's age, any SEN or disability they may have, safeguarding issue and any religious requirements affecting them.

| STAGE | BEHAVIOUR   | SANCTIONS AND CONSEQUENCES   |
|-------|---|--|
| 1     | Low level inappropriate behaviours:<br><br>1. calling out<br>2. interrupting when others are talking      | Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos.   |
| 2     | Medium level inappropriate behaviours:<br><br>1. petty theft<br>2. persistent behaviour<br><br>disruptive | Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos.<br>Class teacher to talk to parent and student<br>Record incidents/log.<br>Lose time at break time.<br>Lose class dojos (Primary) |

|                 |   |   |
|-----------------|---|---|
| <p><b>3</b></p> | <p>Higher level inappropriate behaviours:</p> <ol style="list-style-type: none"> <li>1. serious challenge to authority</li> <li>2. harming someone</li> <li>3. Threatening behaviour including phone calls, social media, etc.</li> </ol> <p><b>Please refer to the Acceptable User policy.</b></p> | <p>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos.</p> <p>Behaviour Plan in place, advice from outside agencies upon targets, strategies and interventions.</p> <p>Report card</p> |
| <p><b>4</b></p> | <p>Serious inappropriate behaviours:</p> <ol style="list-style-type: none"> <li>1. bullying – physical and emotional</li> <li>2. extreme danger of violence</li> <li>3. leaving school boundaries</li> <li>4. bringing banned substances or items into school</li> </ol>                            | <p>Involvement of outside agencies.</p> <p>PHP set up.</p> <p>Individual Pupil Risk Assessment (IPRA) implemented</p> <p>Reflection time on site</p> <p>Fixed term exclusion</p> <p>Permanent exclusion / Alternative Programme.</p>            |

Please refer to the school's “**Pupil Exclusion Policy**”, “**Use of CCTV Policy**”, “**Drug Incident Policy**” and paragraphs 27 to 34 in ‘Behaviour and Discipline in Schools’ January 2016<sup>3</sup>).

All requirements in this policy are linked to the school's ‘home-school agreement’ which parents must be asked to sign following their student's admission to a school.

### ***Requesting police attendance for a violent incident in school***

This section is focussed primarily on the police response to incidents of violence by a student or students, either towards other students, staff, or school property.

1. There may be occasions when staff will need to call the police to attend school premises to deal with an incident e.g. a pupil physically assaulting a member of staff, a pupil assaulting another pupil, a pupil causing damage to school / personal property
2. Only members of the Senior Leadership Team, with exception are permitted to contact the police
3. When making the call, sufficient information should be provided to the police to enable the call handler to assess the Threat, Harm and Risk the incident poses, to ensure an appropriate response can be provided. This should include:
  - a) Details of the student(s) involved including date of birth and address
  - b) Current demeanour including any known substance misuse

<sup>3</sup> <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

- c) Any known threat to staff/officers e.g. weapons used, type of violence, size/build of student etc.
  - d) Behavioural history of a similar nature, or lack of
  - e) Medical issues including mental health
  - f) Details of the incident leading to the call to police
  - g) Action already taken by staff and the result
  - h) Are there any methods which have previously worked with the student?
  - i) Preferred outcome e.g. removal from school premises
3. Upon arrival of an officer, it should *not* be assumed that the officer has been given all of the information that has been passed to the call handler, and this information – see point 2 -may need to be reiterated to the officer to allow them to deal with the incident effectively. Ensure any change in circumstances since the call was made is also relayed to the officer.
  4. Should the situation allow, a conversation should take place between the staff member who has best knowledge of the incident, a senior member of staff, and the officer. During this conversation the information collected in point 3 should be provided to the officer.
  5. It is also important to discuss with the officer what your mutual expectations are. Do you want the officer merely to be present in case they are required? Do you want them to take control of the situation immediately? Are you able to assist the officer in restraining the student, if required? It must be appreciated that officers have a legal duty to keep the peace and seek to prevent injury or damage to property. It may therefore become necessary for the officer(s) to take action which had not been previously discussed.
  6. The police do not expect staff members to be mere observers. Equally, police officers must not be obstructed in their lawful duty. Any staff involved in the incident should explain to the officer what their training limits are e.g. Team Teach.
  7. Where appropriate the police and school will complete a review of the incident.

## Isolation

Information on the legal requirements of using isolation and seclusion as part of behaviour management can be found in paragraphs 42 and 43 of DfEs' Behaviour and Discipline in Schools January 2016.

The school has two 'Time Out' rooms which will be used to place students who have displayed behaviours that warrant this sanction in line with the policy. As with all other sanctions, the school will ensure health and safety, safeguarding and the student's welfare are addressed. Periods of isolation will be for a maximum of one school day. The time spent in isolation will be used constructively, with class teachers preparing work for students to complete.

## Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of students' social, emotional and behavioural skills. Further information and advice is detailed in the school's **Anti-bullying, Safeguarding and Acceptable User policies**.

## Extremism, Radicalisation & the PREVENT Agenda

Extremist views by anyone in school will not be tolerated. Therefore, the school will take and expect quick and decisive action where issues of this nature are brought to the schools attention. The school expect staff to encourage pupils to respect the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Staff should ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views. The school will treat extremism and radicalisation like any other child protection referral.

All incidents of harassment and discrimination due to the faith or beliefs of an individual will be recorded, reported and investigated according to the school's Racist Incidents Recording, Reporting and Investigating Procedures.

The school will inform the LA as part of the **Prevent Policy**. As a school, if the school feel children are being abused through extremism or being radicalised, the school will consult directly with the police PREVENT Team and seek advice.

As with all referrals this referral will be dealt with appropriately with the PREVENT Team. Our policy also recognises that the local police can be contacted in imminent circumstances at:

<https://www.southtyneside.gov.uk/article/35878/Young-people-and-radicalisation-and-extremism>

## **Students with Special Education Needs and Disabilities**

Those students with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some students may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These students will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the student.

The school recognises that where individual students are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the student receives appropriate support.

Further information is available in the school's SEND Policy and SEND Information Report

## **Transition**

### ***Managing Student Transition***

The school carefully manage the transition of students as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Students have transition sessions with their new class and teacher, and the school hold handover transition meetings at every move to enable clear communication for staff. The school are especially careful in ensuring that transitions for students with particular needs are fully prepared at each stage both internally and externally.

The school have good communicative relationships with local senior schools and students are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for students. Not only are students prepared for the academic transition of moving to secondary school, but also the social side. Ex-students come back to talk to the current Year 6 about what secondary school is like.

## **Involvement with Outside Agencies**

The school will undertake reviews of the needs of students and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the student to do so. This will be discussed with the parent/carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

## **Physical Contact with Students**

The school recognises that there are occasions when physical contact (other than reasonable force) with a student is proper and necessary, such as:

- holding the hand of the student
- comforting or congratulating a student
- demonstrating how to use equipment
- demonstrating techniques
- provide first aid

### ***Use of Reasonable Force***

As discussed with Parents / Carers during the Admission meeting once a child is placed at The Beacon Centre, under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the Head has given the responsibility to be in charge or in control of students may use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded by staff involved as soon as possible after the incident through the CPOMS system with particular detail on what kind of positive intervention was used and for how long. In the first instance staff should verbally inform a member of SLT.

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

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

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age

### ***Searching, Screening and Confiscation***

As discussed with parents / carers during the Admission meeting once a child is placed at The Beacon Centre, the guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for Heads, school staff and governing bodies' January 2018<sup>4</sup>, states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful.

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<sup>4</sup> <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

This means that staff may confiscate or seize items in possession of a student that are illegal or banned from school, see 'School expectations – all members of the school community'; the first priority being to ensure that students and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the student without notice.

A staff member can search a student with the student's permission to look for any item that are illegal or banned from the school. It is only the head, or a staff member who has been authorised by the head, who has the power to search a student without the student's consent if they suspect they are in possession of illegal items.

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex to them and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if staff do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

### ***Dealing with a violent incident***

#### **Pupil**

Risk is minimised through the sharing of Risk Assessments and Positive Handling Plans. These are updated on a termly basis. It is the staff member's responsibility to ensure they are familiar with these documents and check for updates regularly.

It is recognised that individuals will have a different opinion on what is deemed unacceptable behaviour and would require reporting, however the effect of that behaviour on colleagues should be considered and for the sake of consistency it should be agreed with employees what is reportable. By recording what is perceived as 'minor' incidents of violence management has the opportunity to take action and prevent any further escalation of violence. The process of recording and classifying incidents of violence can help to further tailor and improve preventative measures by highlighting important patterns and trends.

When an incident occurs staff can communicate quickly and clearly to request assistance through the use of walkie talkies, school telephone system, sending a pupil / another member of staff to inform SLT.

Where possible, staff will report the incident immediately to a member of the SLT in person. Where any injury has occurred, the school will complete a Health and Safety Incident Form AR1/V1 for staff and AR2 for students following the STC Policy '3.15 Accident Reporting' [Health and Safety Manual 2017](#). This should be attached to an incident input on CPOMS. A record should also be made in the school's serious incident book.

Reports should include:

- What happened
- Who was involved,
- What triggered the incident
- Place
- Conditions
- Time of day
- Witnesses

Reporting serious assaults to the police:

A member of staff physically assaulted may have to speak to the police, but it is also their right not to involve them if they feel unhappy to do so. If the incident is not reported to the police they will have no access to the criminal injuries compensation scheme.

### **Public/parent/carer**

If a parent/carer behaves in an unacceptable way towards a member of the school community, the head or appropriate senior staff member will seek to resolve the situation through discussion and mediation.

If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, a parent or carer may be banned by the head. from the school premises for a period of time, subject to review.

In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included
3. The chair of governors/LA will be informed of the ban
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

In all cases of assault causing actual injury the employee sustaining the injury is advised to make a formal complaint to the Police against the assailant, unless this is considered inappropriate. This decision, although personal, should be discussed with the head/manager.

Employees have joint responsibility with their employer to review any incidents and identify the need for appropriate training and counselling, and specific strategies to reduce the level of risk.

Further information can be found in NAHT 'G104 Managing Violent and Abusive Visitors to Schools.'

## **Allegations against Staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the student and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (**Dealing With Allegations of Abuse Against Teachers and Other Staff Policy is available online or a printed copy can requested**).

## **Recording Incidents**

Incidents will be recorded on CPOMS if the use of force has been applied. A log will also be kept when an incident has occurred which has resulted in personal injury, damage to property of a serious nature, or when a student has been searched.

### ***Violence to Staff***

The school takes a serious view of any incidence of violence against its employees and takes responsibility for protecting all of its employees from acts of violence and aggression. Such acts must never become an acceptable hazard of working in a school or local government.

A system of reporting and monitoring incidents of violence and aggression towards employees has been adopted so that appropriate action can be taken to improve safety for employees in the workplace.

See 3.11 Violence to staff - [Health and Safety Manual 2017](#)

## **Post Incident Support**

The school will ensure that the student and the member of staff have immediate access to first aid for any signs of injury - this must be recorded.

The school will give the student time to become calm while staff continue to supervise him/her. When the student regains complete composure, a senior member of our staff (or his/her nominee) will discuss the incident with the student and try to ascertain the reason for its occurrence. The student will be given an opportunity to explain things from his/her point of view. The school will take all necessary steps to

re-establish the relationship between the student and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the student on the same day as the incident occurred, the school will ensure a debrief takes place as soon as possible after the student returns to school.

All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of school staff and / or the school Counsellor will provide support to the member of staff involved.

The Head will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint has been used. The Head (or his/her nominee) will initiate the recording process and the school will review each incident to ensure that any necessary lessons are learned.

The school will:

- a) Inform parents/carers of any incident involving physical intervention as soon as possible after the incident and whenever practicable on the day of the incident before the student arrives home.
- b) Help the student develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- c) Ensure that staff and students affected by the incident have continuing support as long as necessary in respect of:
  - physical consequences
  - emotional stress or loss of confidence
  - analysis and reflection of the incident

***Please refer to De-escalation Training Pack p55 - p56 – Fife Council Education Service’.***

Where any injury has occurred, the school will complete a Health and Safety Incident Form AR1/V1 for staff and AR2 for students following the STC Policy ‘3.15 Accident Reporting’ [Health and Safety Manual 2017](#).

## **Media Relations**

The Press team deals with all reactive enquiries from the media and may need to communicate with you to pull together information to respond to these correctly. The Press team is also responsible for organising press photography and coordinating permission to film or photograph on Council property.

If a journalist contacts the school or a member of the school community directly, please take a message and give them the contact details of the Press team:

Telephone: 0191 424 7382

Email: [press.enquiries@southtyneside.gov.uk](mailto:press.enquiries@southtyneside.gov.uk)

## **Race Equality and Equal Opportunities**

The school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. The school is committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their student has been involved in a racist incident.

For additional information, please refer to the school's "**Equality and Diversity policy**".

## **Monitoring and Evaluating**

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and students; formal data such as the number of students receiving sanctions; number of individual behaviour plans in place and through specific monitoring by staff and governors.

## **Complaints**

Please refer to the school's "**Complaints Policy**" - this can be found on the school website or a paper copy can be requested from the School Office. For complaints relating to exclusions, see the "**Pupil Exclusion Policy**".

## **Relationship with other School Policies**

This policy must be read in conjunction with the school's Teaching and Learning, Absence and Attendance, Anti-Bullying, Complaints, Safeguarding Children, Equal Opportunities, Acceptable Use, Exclusions, Inclusions, Medication, Race Equality and SEND Policies, as well as the Home-School Agreement.

## Communicating the Policy

For the Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and students so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their student's behaviour or well-being, initially with their class teacher.

- The policy and school expectations will be reviewed at the beginning of each academic year in conjunction with all staff and students.
- School expectations will be placed in prominent places in all areas of the school and also in the Home/School Agreement information.
- For clarification on any of any points in the Policy, parent/carers, volunteers and students are asked to contact a member of staff.

## Training

All staff will receive information, instruction and training in order to understand and implement the requirements of this policy.

Where required by the risk assessment, staff will be entitled to training in 'Team Teach' 'positive handling techniques, de-escalation, etc. with regular and frequent refresher courses.

New staff and others who have not been trained, for whatever reason, should not engage in positive handling unless absolutely necessary (under a general duty of care).

Staff training needs are identified through the performance management programme and development opportunities are provided accordingly. Teachers should discuss their training needs at appraisal or as issues arise, depending on importance.

**Signed by:**

\_\_\_\_\_ Chair of Governors

Date \_\_\_\_\_

\_\_\_\_\_ Head

Date \_\_\_\_\_

This policy will be reviewed annually and will be publicised to all staff, parents, students and governors. It will be available from the school office as well as through the school's website.

## Supporting Documents

As well as the policies and documents referred to within this policy, the following documents have been used in order to provide compulsory and legal guidelines for managing behaviour in school.

- Behaviour and Discipline in Schools. Advice for heads and school staff. January 2016<sup>5</sup>
- The Education Act 2011<sup>6</sup>
- The Education and Inspections Act 2006<sup>7</sup>
- Use of Reasonable Force. Advice for Heads, staff and governing bodies. July 2013<sup>8</sup>
- Screening, Searching and Confiscation. January 2018<sup>9</sup>
- The Equality Act 2010<sup>10</sup>

## Appendix 1

The DfE 2016 guidance "Behaviour and Discipline in Schools: A guide for Heads and School Staff" should be used when adapting this template to ensure your Behaviour Policy remains compliant:

### **"The school behaviour policy**

#### ***What the law says:***

#### **Maintained schools**

1. The head teacher must set out measures in the behaviour policy which aim to:
  - promote good behaviour, self-discipline and respect;

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<sup>5</sup> <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<sup>6</sup> <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

<sup>7</sup> <https://www.legislation.gov.uk/ukpga/2006/40/contents>

<sup>8</sup> <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<sup>9</sup> <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

<sup>10</sup> <https://www.legislation.gov.uk/ukpga/2010/15/contents>

- prevent bullying;
- ensure that students complete assigned work; and which
- regulate the conduct of students.<sup>11</sup>

2. When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching students;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of students who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

3. The head teacher must decide the standard of behaviour expected of students at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

4. Teachers' powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff.

5. The head teacher must publicise the school behaviour policy, in writing, to staff, parents<sup>12</sup> and students at least once a year.

6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

### **Academy schools<sup>13</sup>**

7. The proprietor of an Academy is required to ensure that a written policy to promote good behaviour among students is drawn up and effectively implemented.<sup>14</sup> The policy must set out the disciplinary sanctions to be adopted if a student misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented.<sup>15</sup> The behaviour policy should be made available to parents on request.

8. While Academies are not required by law to publish their behaviour policy on their website, it is good practice to do so.

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<sup>11</sup> Section 89 (1) of the Education and Inspections Act 2006

<sup>12</sup> References to parent or parents are to fathers as well as mothers, unless otherwise stated.

<sup>13</sup> This section also applies to independent schools.

<sup>14</sup> Education (Independent School Standards) (England) Regulations 2010

<sup>15</sup> Education (Independent School Standards) (England) Regulations 2010 as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012

### ***Home school agreements***

9. The standard of behaviour expected of all students must be included in the school's home-school agreement which parents must be asked to sign following their student's admission to a school. PRUs and AP Academies are not required to have home-school agreements. Further advice on home school agreements is available – see Associated Resources section below for a link.

### ***Developing the behaviour policy***

10. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and students, and that it is consistently applied. In developing the behaviour policy, the head teacher should reflect on the following ten key aspects of school practice that, when effective, contribute to improving the quality of student behaviour:

- 1) A consistent approach to behaviour management;
- 2) Strong school leadership;
- 3) Classroom management;
- 4) Rewards and sanctions;
- 5) Behaviour strategies and the teaching of good behaviour;
- 6) Staff development and support;
- 7) Student support systems;
- 8) Liaison with parents and other agencies;
- 9) Managing student transition; and
- 10) Organisation and facilities.

11. The school's behaviour policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.

12. The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).”

## **Appendix 2**

### ***School exclusion***

We understand that taking the decision to permanently exclude a pupil at your school is not one that you will be taking lightly. The school exclusion project has put together a short guide to help you through this process.

<https://schoolexclusionproject.com/headteachers-guide-to-exclusion/>

Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units.

<https://www.gov.uk/government/publications/school-exclusion>

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<sup>16</sup> Learning behaviour - the Report of the Practitioners' Group on School Behaviour and Discipline” (2005).

### **Drugs: advice for schools**

Guidance for school leaders and staff on managing drugs, drug-related incidents within schools and pastoral support for pupils.

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Drug, alcohol, substance abuse services in South Tyneside

<https://www.southtyneside.gov.uk/article/57977/Drug-and-alcohol-abuse>

### **Associated resources**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. Charlie Taylor, the Government's former expert adviser on behaviour, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in students.  
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
7. G104 Managing Violent and Abusive Visitors to Schools.
8. [Health and Safety Manual 2017](#)
9. <https://www.southtyneside.gov.uk/article/35878/Young-people-and-radicalisation-and-extremism>

### **Legislative links**

School Standards and Framework Act 1998

Education and Inspections Act 2006

The School Information (England) (Amendment) Regulations 2016

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

The Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012