



Behaviour and Discipline Policy

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1. INTRODUCTION

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

- Anti-bullying policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

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

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

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

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

- Ensuring a safe, caring and happy school

- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

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.

2. Palace Fields Primary School PRINCIPLES of Behaviour

Every child has the right to learn but no child has the right to disrupt the learning of others.

- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in a 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.

3. IMPLEMENTATION

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

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

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

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

4. THE ROLE OF THE PRINCIPAL

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

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

The Principal has access to records of all reported incidents of misbehaviour in the behaviour logs.

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

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

5. 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/she can base the school 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 Principal 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.

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

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

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour 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 **school visits**.

Teachers can also discipline pupils for **misbehaviour outside school**.

Teachers have a specific **legal power to impose detention** outside school hours.

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.

7. 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 Palace Fields 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 enforce the Code of Conduct consistently and treat all children in their group with respect and understanding.

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

8. PARENTAL INVOLVEMENT

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

Parents can help in the following ways:

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

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

For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £50 (rising to £100).

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

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

9. Palace Fields Primary School Behaviour Policy

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

Staff

- The Principal fully supports the staffs' authority to discipline.
- To follow and apply the behaviour policy

- To be fair and consistent
- To develop an effective working atmosphere

Governing Body

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

Children:

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

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

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

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

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyber bullying)
- 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.

10. 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.

11. STRATEGIES

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

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns.

- Give reasoned explanations for the Code of Conduct and resulting sanctions.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Use a common reward system throughout school with dojos and class gems awarded.
- Praise individuals, groups, classes or key stages 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.
- Ensure copies of the Code of Conduct are included in parental information booklets.
- 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.
- Provide small group support to develop social skills and promote positive behavior in groups such as Talk Time, Time for Talk, Socially Speaking and Circle of Friends.
- Arrange for counselling in school with an appropriate adult. Arrange for a child to be supported through talking to a designated member of staff.

12. CLASSROOM MANAGEMENT AND PROCEDURES

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

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

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

At Palace Fields we are **Learning and Growing together** in order to nurture and inspire each and every student in our community to fulfil their academic and personal ambitions by delivering outstanding education with commitment and passion. In order to fulfil our mission, we expect our students to be **Ready, Respectful and Responsible**. The three 'R's form the basis to our school rules:

Be Ready

To listen and learn by:

- Having good attendance
- Being on time for every lesson
- Being prepared for every lesson
- Being in full school uniform or following the school dress code

Be Respectful

Treat others the way you want to be treated by:

- Following all instructions diligently when requested
- Listening to what other people say and speaking politely to others
- Taking care of each other, the buildings and all equipment

Be Responsible

Make good choices by:

- Following all rules to keep yourself and others safe
- Being in control of your actions and doing the right thing
- Owning up to mistakes and making them right. If you are wrong, then own up, apologise and move on!

13. POSITIVE BEHAVIOUR MANAGEMENT

Behaviours which may signify social emotional or mental health needs

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

All staff at Palace Fields Primary School recognise that children may have social emotional or mental health needs and that this is classed as a special educational need. Social, emotional and mental health need is defined in the SEN Code of Practice as follows:

6.32 Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

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 social emotional and mental health needs 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 you support each other in addressing the individual pupil's needs and those of the whole school.

14. BEHAVIOUR MODIFICATION

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

Intervention Techniques

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

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

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

All classrooms have a traffic light system in operation. Children begin every day on Green and are moved to amber (a warning stage) and then to red if they continue to display poor behaviour. Children can work to improve their behaviour during the course of a lesson and be moved back down towards green. Any child remaining on red at the end of a session attends a detention during break or lunch time. The detention is administered by the class teacher. Any children who are moved to red are recorded in class behaviour logs. A meeting is arranged with the parents/carers of any child who is moved to red on 3 or more occasions during a week. It is the class teacher's responsibility to arrange and record this meeting.

15. PUNISHING POOR BEHAVIOUR

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

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

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

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

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

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

16. MALICIOUS ALLEGATIONS

Allegations of abuse will be taken seriously, and LPS 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.

17. 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.

18. DETENTION

Teachers have a legal power to put pupils (**aged under 18**) in detention. Palace Fields Primary School uses detention within school hours as a sanction. (See section 21 for more information)

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

19. 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.

20. 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. The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

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

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

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

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

WHAT IS REASONABLE FORCE?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHO CAN USE REASONABLE FORCE?

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

WHEN CAN REASONABLE FORCE BE USED?

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

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.

- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

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 Principal 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/guardians will be informed.

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

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

WHAT HAPPENS IF A PUPIL COMPLAINS WHEN FORCE IS USED ON THEM?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *'Dealing with Allegations of Abuse against Teachers and Other Staff' [DFE-00061-2011]* guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

21. REWARDS

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

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

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

- Classroom Assistants, all support staff and volunteers
- Class teachers
- Peripatetic teachers
- Key Stage Managers
- Vice Principal

- Principal
- 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
- Dojos, class gems etc
- Principal award on work or as a sticker
- Special Awards e.g. Behaviour award
- Placing value on achievements e.g. work shown to another class, name in
- Newsletter, part of Celebration Assembly
- Special responsibilities e.g. being a monitor/house captain
- Child, group or class, singled out as a role model
- Weekly award of stars of the week.

Dojos

- Children can earn dojos during the day. These can be given out by all staff. Children will have the opportunity to “spend” their dojos in the “Dojo shop” at the end of a term. Parents are able to be kept up to date on how many dojos their child has earned by connecting with the app.

22. SANCTIONS

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- Playtime/lunchtime detention is given for any children remaining on ‘red’ at the end of a session.
- Parents informed and involved in the behaviour management process
- Use of report card or progress book (SLT member informed)
- Time out e.g. outside area under supervision, 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 Management/ Principal

Further Sanctions

In addition the class teacher can seek the involvement of the Principal. The Principal can impose further sanctions.

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

23. STAGES OF INTERVENTION

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

Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from another adult in school
- 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. Parents of any child being moved to “red” on the traffic light system 3 or more times in a week should be contacted and a meeting arranged.

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 Vice Principal, stating the reasons why.

Stage 3

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

Stage 4

- Discussions between the Principal and parents involving the child as appropriate. The class teacher, Vice Principal 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 Principal should inform the parents of any further action which is likely to be taken, stating the reasons why.

Stage 5

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

24. PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required the pupil will be monitored by the class teacher and Vice Principal and strategies set up together. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings. Parents will also be informed that their child is being monitored. This information may be used to form the first part of the assess, plan, do review cycle as outlined in the SEND Policy. The assessment will include a full analysis of the child's needs including their learning. All staff at Palace Fields Primary understand that learning difficulties and disabilities left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. If any underlying learning difficulty is identified and it is thought that this may be the cause of the behavioural difficulties, strategies will be identified to support the child's learning as a matter of priority.
- Class teachers and staff working with the child may be asked to complete a Boxall profile to support the assessment of the pupil.
- In order to help support a child make progress with their behaviour, the Vice Principal may draw up a Pastoral Support Plan (PSP) with the child and their parents. This will be reviewed on a fortnightly basis and form part of the ongoing assessment of the pupil. As part of the graduated approach to SEN, Palace Fields Primary together with the pupil's parents may seek support from the Attendance and Behaviour Service.
- After a concern has been logged and quality first teaching strategies have been implemented around managing the pupil's behavior, the Vice Principal together with the class teacher may decide that the pupil meets the criteria for SEN support. Parents will be informed and strategies will be discussed with all who work with the child, the parents and the child themselves. This will include setting up an SEN Support plan and a one page profile for that pupil.
- When a child is identified as SEN Support, the school will not delay in providing an evidence based intervention programme to support the child achieve the desired outcome as identified by the child, parents and staff. SEN Support Plans will be reviewed regularly with parents and the pupil. A minimum of three times per year. At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs. Parents and the pupil will be partners in
- 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.
- In extreme cases where behaviour is not improving in response to the above strategies, the Principal 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 TAs and any external professionals involved with the child.
- In extreme cases where behaviour is not improving in response to the above strategies, the Principal and SENCO together with the pupil's parents may review the SEN Support Plan on a more regular basis with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the pupil.

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

25.EXCLUSIONS

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Principal will consider alternative sanctions before deciding to exclude a student from school whilst considering the individual needs of the student. Where a permanent exclusion is warranted then school work will in partnership with parents and the Local Authority to ensure the continuity of the student's education.

- The Government supports the Principal in using exclusion as a sanction where it is warranted.
- Exclusions must be lawful, rational, reasonable, fair and proportionate.
- Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- The decision to exclude a student must be lawful, reasonable and fair.
- Palace Fields Primary School has a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race (Equality Act 2010).
- Palace Fields Primary School will give particular consideration to the fair treatment of students from groups who are vulnerable to exclusion.
- The behaviour of students outside school can be considered as grounds for exclusion.
- The Principal and Governing Body will take account of statutory duties in relation to special educational needs (SEND) when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- Prior to making a decision to exclude the Principal will take into account factors highlighted in the statutory guidance (see DfE Exclusion from maintained schools, Academies and student referral units in England 2016).

The Principals Duty to Inform Parents, Governing Body and Local Authority regarding an exclusion

The Principal will follow statutory guidance and law (see DfE Exclusion from maintained schools, Academies and pupil referral units in England 2016)

Informing parents of an exclusion

- The school will inform the parents of an exclusion following the Principal's decision to exclude in normal circumstance this will be via a meeting and will include then length of exclusion and the reason for it. The school will also inform the parents of their legal responsibility to ensure their child is not present in a public place during school hours without reasonable justification • The school will also provide written confirmation of the details of the exclusion (under normal circumstances this will be given to the parents after after the meeting). •

Informing the Governing Body of an exclusion

- The school will inform the Governing Body of each exclusion.

Informing the local authority (LA) of an exclusion

- The School will without delay notify the local authority of:

a permanent exclusion
an exclusion of more than five days.
an exclusion which would result in missing a public examination

- The School will notify the local authority of all exclusions at least once per term.

Providing education for excluded students

- For a fixed period of exclusion the School will provide work for students to complete whilst excluded.
- For a fixed period of exclusion for more than 5 days the Governing Body will arrange suitable full time education for any student of compulsory school age. • For permanent exclusions the local authority must arrange suitable full time education for the student no later than the sixth day of exclusion.

Governing Body's duty to consider an exclusion.

- The Governing body will consider parents' representations regarding an exclusion (see DfE Exclusion from maintained schools, Academies and pupil referral units in England 2016).

Reintegration following Exclusion

Reintegration Meetings

Reintegration meetings should be arranged to take place at the earliest possible convenient time. Meetings will take place for all exclusions of three days or more and may take place for shorter exclusions as required.

The aims of these meetings are:

- To discuss the reason for exclusion
- To discuss how behaviour can be addressed in the future
- To explore issues affecting the students behaviour
- To reach agreement on potential intervention/s to positively impact behaviour.

26. 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.

Appendix 1

CODE OF CONDUCT

Do's of the playground

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

Do's of the classroom

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

Do's of the school areas

- **Do** walk and keep to the footpaths

- **Do** look after school property
- **Do** respect all grown ups
- **Do** keep the school tidy
- **Do** hang up coats
- **Do** wear correct uniform
- **Do** make visitors welcome



HOME/SCHOOL AGREEMENT

FOR CHILDREN

I will try very hard to be "Ready, Respectful and Responsible" by following the 3 Rs.

1. Be Ready

- Having good attendance
- Being on time for every lesson
- Being prepared for every lesson
- Being in full school uniform or following the school dress code

2. Be Respectful

- Following all instructions diligently when requested
- Listening to what other people say and speaking politely to others
- Taking care of each other, the buildings and all equipment

• Be Responsible

- Following all rules to keep yourself and others safe
- Being in control of your actions and doing the right thing
- Owning up to mistakes and making them right. If you are wrong, then own up, apologise and move on!

FOR PARENTS

I/We will do our best to encourage our children with their work and share books with them

I/We will do my/our best to attend parents' meetings

I/We will do my/our best to get our child/children to school on time (8.50 am)

I/We will help my/our child/children to keep the 3R rules

I/We will do my/our best to see our child/children wear the school uniform

I/We will let the school know of any reasons for absence

I/We will do my/our best to see my/our child/children get enough sleep
FOR THE SCHOOL

We will keep you informed :- about your child / children's progress
about behaviour - good or bad
about activities in school

We will provide a safe environment for your child.

We aim to develop within your child / children a feeling of self-worth and an appreciation of others.

We aim to provide your child / children with the skills, attitudes and ability to succeed at the next stage of their education and in life itself.

We will not accept any aggressive behaviour.

Any incidents of bullying will be investigated and resolved.

We will always welcome you into the school.

FOR US ALL

We will work in a partnership and listen to each other's ideas

Our aims will always be the same, the very best for your child

Sometimes, we might not get it quite right, but we can always say we are sorry and make a fresh start

Parents' Signatures

.....

Pupil's Signature

.....

Teacher's
Signature

.....