

Behaviour Policy and Procedures

Leamore Primary School

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Context

1.1 This policy is written in response to the Education and Inspection Act (2006), DfE Behaviour Guidelines (published February 2014) and with reference to the Equality Act (2010).

1.2 Further DfE Guidance will be used in conjunction with this applying the policy:

- Use of reasonable force – advice for Head teachers, Staff and Governing Bodies
- Screening, Searching and Confiscation – advice for Head teachers, Staff and Governing Bodies.

1.3 There will be a consistent application of the policy and procedures and will take into account gender, race, disability and religion or belief.

Aims

2.1 This policy should ensure staff, parents and pupils know:

- the school's procedures to promote good behaviour, self discipline and respect.
- how the school intends to prevent bullying
- how the school will regulate pupils' conduct.
- expectation that pupils complete assigned work.
- the legal framework within which the Governing Body, Headteacher and staff are working.

2.2 Our school community should

- feel safe
- have high expectations for pupil behaviour
- be inclusive and support pupils with a range of specific needs
- communicate effectively with one another

School Leadership and Responsibilities

3.1 The Governing body has the responsibility of setting down the general

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principles for standards of discipline and behaviour, and reviewing their effectiveness. The Governors support the Head teacher in carrying out these principles.

3.2 The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy with the support of the Governing Body.

3.3 The Governors should advise the Head teacher of their views on specific measures for promoting good behaviour. This might include such issues as bullying, racial or sexual harassment, and maintaining regular attendance. The governing body also has a general duty to ensure the school follows policies to promote good behaviour and discipline among pupils.

3.4 The Head teacher is responsible for promoting good behaviour and discipline in line with the Governing body's statement of general principles. Within this policy the Head teacher will draw up the school's written discipline policy.

3.5 The Head teacher must determine the school rules and any disciplinary penalties for breaking the rules.

3.6 The Head teacher should put in place effective strategies against bullying which are developed and put into effect by everyone in the school, including pupils. Governing bodies should regularly review their school's anti-bullying policy.

3.7 The Head teacher is responsible for ensuring during their induction new members of staff are fully informed of this policy and are able to implement it.

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

3.9 The standard of behaviour expected of pupils will be included in the school's home-school agreement that parents sign after their child's admission to the school.

Consistency in Approach

4.1 The most important factor in ensuring the promotion of good behaviour and the regulation of pupils' conduct is consistency in approach.

4.2 All staff will be expected to follow this policy in promoting good behaviour and regulating pupils conduct.

4.3 The approach in the school will be underpinned by the following expectations for pupils' behaviour:

Act safely

Share and care for the school environment

Promote positivity

Have an "I Can" Attitude

Respect Everyone

Encourage others

The Role of Teaching Staff

5.1 In this policy teaching staff refers to teachers and support staff in classrooms.

5.2 Teaching staff should support one another and other members of staff in ensuring good order is maintained at our school by consistently applying this policy.

5.3 Teaching staff hold a key role to play in promoting good behaviour. This begins with planning lessons with good differentiation and a range of teaching strategies so all children are appropriately challenged, supported and engaged in lessons.

Promoting Good Behaviour

5.4 To promote good behaviour teaching staff should model good behaviour.

5.5. Behaviours we want to promote should be praised such as being attentive, good listening, good sitting, good manners, effort and good presentation of work. (See rewards).

5.6 School rules and expectations will be reiterated during assemblies at least half-termly and will be displayed in all classrooms.

5.7 Positive language should be preferred. Expected behaviour should be emphasised to pupils rather than negative behaviour. Pupils demonstrating positive behaviours can be rewarded (see rewards).

5.8 Staff should inform parents of good behaviour through one of the school's reward systems (see Rewards), written reports and at report evenings.

5.9 Teaching staff should not raise their voices as a regular means of behaviour or classroom management. Non-verbal techniques can be very effective such as raised hands to get attention, Makaton signs or pieces of music to indicate that pupils need to undertake a particular task or routine.

5.10 Routines in each class should:

- include prompt collection of pupils at the end of playtimes and lunchtimes.
- ensure pupils know where resources are kept so rooms are orderly and safe for pupils, staff and visitors.
- ensure pupils know routines for accessing drinks and toilets throughout the day that enable lessons to proceed without disruption and so staff know the whereabouts of pupils at all times.
- ensure pupils move about the school in a safe, quiet and orderly way.
- ensure safe dismissal of pupils at the end of the day.

Staff should develop their routines for their classrooms and ensure pupils know these and they are applied consistently.

5.11 Seating plans should also be used to manage the classroom effectively. Rearranging seating arrangements may be a consequence for pupils if they are not paying attention due to distraction from neighbouring pupils. (see Consequences). Arranging the order of children in lines as they move through the school can also be an effective means of preventing issues from occurring.

Promoting Discipline and Respect

5.12 The school's PSHE and RE curriculums should promote how children learn to respect others. This should begin in the Early Years through PSED - a core area of learning.

5.13 At Leamore we should aim to raise pupil aspirations so developing discipline, respect and learning behaviours (see Learning behaviours) will be identified as key skills to developing pupils' talents or help them identifying a career they wish to work towards. Teachers are welcome to arrange visits from speakers to support raising aspirations and broadening pupil experiences.

5.14 When it is necessary to give consequences (see Consequences) pupils for breaking rules/ not meeting expectations then staff must be explicit with the pupils why they have received the consequence and they must know which rule they have broken.

5.15 Staff should log the consequence in the school behaviour log as soon as possible for both clarity and monitoring purposes. If pupils require permanent exclusion, upkeep of behaviour logs will be vital in supporting the evidence of how the school has done all it can to try and change inappropriate pupil behaviours and has been as inclusive as possible.

5.16 Where pupil behaviour continues to be poor despite consequences, teachers should consider whether this behaviour is a cause for concern in line with the school's Safeguarding Policy or whether there is an underlying and if so should follow the safeguarding procedures or DSEN policy.

Ensure Pupils complete assigned work (see Pupils, see Learning Behaviours)

5.17 Teachers must ensure challenge is appropriate for children's work to enable them to make progress and complete work in the assigned time given. This includes homework (See Homework policy).

5.18 The efforts children make in their work, particularly when they have shown resilience to have success work they have found challenging, should be rewarded with praise and high standards of

presentation should also be praised through verbal or written feedback. In particularly good examples of high standards other rewards could be given (see rewards).

5.19 Teachers must ensure they are checking progress regularly and marking work daily (see Teaching and Learning Policy) so if pupils are not completing their work this can be rectified and if this is due to lack of effort there may be a consequence so the children complete the work (see Consequences)

5.20 Similarly, teachers must set down clear expectations for the standard of presentation they expect (see Presentation policy) and if pupils do not meet these expectations there may be a consequence (see Consequences) to do the work again to meet the expected standard.

CPD

5.21 Staff at Leamore should receive regular professional development to support their behaviour management skills. They should also expect to receive professional development with respect to the possible causes of such behaviour, for example, attachment disorder, and strategies to support children to overcome this (see appendix).

5.22 Such professional development will be made through whole staff training, courses and referrals to outreach teams, Integrated Behaviour support, Educational Psychologists and other professionals about specific requirements.

Conduct

5.23 The conduct of staff in their interactions with parents (also see Rewards, see Consequences) should support the promotion of positive behaviour around the school and all meetings should be conducted in a professional manner.

This may include asking parents to make an appointment to be able to do so as to do so at the school gate may not be practical in addition to keeping other children safe and staff may wish to have a Senior Leader present.

5.24 If staff feel a colleague is not behaving in a manner that supports the expectations of behaviour in this policy they can report this to the Headteacher. The Headteacher will investigate and respond in line with the Safeguarding and/or Whistleblowing Policy as appropriate .

5.25 If the concern is about the Headteacher or a line manager contact should be made with the Chair of Governors.

The Role of Lunchtime Staff

6.1 Being a good diner at Leamore Primary will mean:

- Staying sat down when eating and drinking
- Finish eating food before talking
- Using cutlery
- Having polite conversations with the children on the same table

6.2 Lunchtime supervisors have the role to facilitate this for children and ensure children enjoy their lunchtimes.

6.3 Lunchtime supervisors should support children being engaged in games and activities on the playground, and in classrooms on wet playtimes, monitoring that they are conducting these safely.

6.4 They should also monitor pupil movements around the school grounds and buildings to ensure safety and that pupils do not gather in areas where they are unsupervised.

6.5 As with teaching staff, Lunchtime supervisors should promote good behaviour and expected behaviour should be emphasised rather than negative behaviour.

6.6 Lunchtime Supervisors can also give rewards (see Rewards) and consequences (see Consequences) to children to manage behaviour.

The Role of Parents and Carers

Role of parents/carers in supporting the school's behaviour policy

7.1 After the admission children to the school, parents/carers will be asked to sign the home-school agreement to confirm they will support this policy.

7.2 Parents/carers should ensure they access any revisions to this policy. The policy will be provided on the school website and paper copies will be available on request. Parents will be notified of changes to this policy through the school website and school newsletter.

7.3 Parents/carers should support their children in informing the school of their achievements outside of school. This will support the school in maintaining its register of Gifted, Talented and More Able pupils and increase the school's ability to provide opportunities to support these talents. It will also increase the opportunities for children to be praised in Good Learning assemblies.

7.4 Parents/carers should encourage children to attend school on time.

7.5 Parents/carers should encourage children to inform staff of problems they have at school and they should encourage pupils to be honest and, if necessary, admit their own mistakes as well.

7.6 If parents/carers have concerns over behaviour or want clarification on a consequence a child has received, they should call the school so they have opportunity to raise these with teachers. If following this they are still seeking further clarification or assurances they should speak to the Headteacher or Deputy Headteacher. In the appendix of this policy how teachers give consequences for poor behaviour is described.

Behaviour of parents on school grounds and at pupil drop off and collection

7.7 Parents should expect school to resolve behaviour matters drawn to the attention of staff. It is not appropriate for parent/carers to approach a child to deal with behaviour issues.

This policy should be followed and the consequences for poor behaviour, in the appendix of this policy, will be followed by the school staff.

7.8 Whilst on school grounds or at collection or drop off, parent/carers are expected to behave in a way that supports this policy by modeling good behaviour to pupils.

There should be no swearing and if children in parents' care are not adhering to behaviour as expected during the school day they should be corrected to behave in line with the school rules and expectations.

Legal implications of the school behaviour policy for parents and carers

7.9 Parents do not have an automatic right to access school grounds therefore if their conduct does not support this policy the Headteacher can refuse access.

7.10 In cases of violence or severe disruption this can lead to an immediate short- term ban.

7.11 Other behaviours that do not support this policy can lead to a warning and eventual ban.

7.12 Any long term or permanent ban would be subject to the approval of the Governing Body.

7.13 if a child is subject to exclusion from school parents/careers must take responsibility 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.

7.14 Parents/carers must also ensure that their child attends the suitable full time education provided by the local authority from the sixth day of exclusion. If they do not, the school or local authority may ask them to sign a parenting contract, may issue a penalty or the local authority may prosecute them.

7.15 Looked after children will be provided with next day provision and carers should ensure that the children attend this if they are excluded.

7.16 If Parents/carers may be invited to attend a reintegration interview following any fixed period exclusion from the school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

Pupils with disabilities and Special Educational Needs

8.1 Pupils who have specific needs that lead to challenging behaviour should have these recognised in either Individual Education Plans (IEPs) or Behaviour Plans so that teachers can plan provision for them in the appropriate way.

8.2 Where these specific needs leads to behaviours that put others at risk, a risk assessment will be completed.

8.3 For children such as those in 8.1 the school's SENCo or Senior Leaders should make a referral to either the Educational Psychologist, the Integrated Behaviour Team or other professionals for support with these plans.

8.4 We recognise pupils within our school may also have attachment issues and staff will receive regular training on how to support children with these needs as their behaviour may need managing in a differentiated way as well.

8.5 Children recognised as having attachment issues will be supported by the school's Learning Mentors and Nurture Group.

8.6 The school should be aware that pupils with disabilities and special needs can be victims of poor behaviour and may not be able to communicate their needs.

The Role of Pupils

9.1 Pupils are expected to follow the school rules as the aim of these is to produce a happy, safe environment to work in.

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9.2 Older pupils are expected to model good behaviour to younger pupils.

9.3 Pupils should take responsibility and;

- not join in with behaviour that they know breaks school rules.
- Report behaviour they see breaking the rules to the supervising member of staff

9.4 If pupils, do not follow the school rules, they are expected to recognise which rules they have broken and accept their consequences.

9.5 When lined up, or travelling around school or outside during a fire drill, pupils are expected to follow instructions and be silent to maintain their full attention for safety reasons.

9.6 Pupils are expected to employ the skills to develop their behaviour for learning and become more independent in their learning.

Learning Behaviours

10.1 As stated in 5.12 we should aim to raise pupil aspirations and help children become more disciplined in their learning so they can become independent learners. Therefore we should promote learning skills and behaviours.

10.2 We should encourage pupils to be:

- Responsible
- Resourceful
- Resilient
- Reasoning
- Reflective

10.3 These behaviours are explained in detail in the school's Teaching and Learning Policy.

10.4 School assemblies and PSHE work will be used to emphasise these qualities.

10.5 Learning behaviours should ensure pupils wish to attend school and be punctual to engage in all lessons. They will need

their parents/carers support to ensure they can achieve this and they are set a good example for when they have careers.

Anti Bullying

11.1 Bullying is hurtful behaviour usually repeated over a long period of time that can include name-calling, text messaging/cyber-bullying, hand signs, threatening someone, ignoring or isolating someone, physical assault or spreading rumours.

11.2 Bullying will not be tolerated and all reports of bullying will be investigated.

11.3 Where a child has been bullied a full report will be submitted to the Local Authority for their records and a significant consequence will be received by the child who conducted the bullying (see consequences).

11.4 Any allegations of racist behaviour will also be fully investigated a record of the investigation will be kept and where proven, again a report will be submitted to the Local Authority. There will be a consequence for the child who conducted this (see consequences.)

11.5 Homophobic behaviour will also be fully investigated and where proven a report will be submitted to the Local Authority. There will be a consequence for the child who conducted this (see consequences.)

E Safety and Online Behaviour

12.1 Pupils are expected to follow the school rules in their conduct whilst using the internet and publishing materials online.

12.2 To support this, they are expected to keep their passwords secure and only share them with their parents as inappropriate behaviour via their log-in may be tracked to them.

12.3 Assemblies and lessons will also be part of the school's ICT and PSHE schemes to support this and to share with pupils strategies for dealing with cyber-bullying.

Rewards

13.1 Good behaviour should be highlighted and reinforced through praise.

House Points and Class Dojo

13.2 The school will run a House Point system through the use of the online tool, Class Dojo. Pupils can be assigned Dojo Points and then these will be collated into House team scores and shared in Good learning assemblies every Monday morning.

13.3 As the Class Dojo system is developed it will be possible to use this to send messages about good behaviour direct to parents via text.

Good Learning Assembly and Blog

13.4 The Good learning assembly is also an opportunity for children to be presented with certificates for:

- showing resilience and a good effort in overcoming challenges in their work
- being responsible
- having improved their work through practising a skill
- showing good teamwork.

These demonstrate good behaviours for learning (see Behaviours for Learning) as does good attendance and this will also be celebrated half-termly in Good Learning assemblies.

13.5 Achievements celebrated in Good Learning assemblies will be published on the school's website through its Good Learning Blog. Reference to this will also be made in the school newsletter.

13.6 The Good Learning Assembly should also regularly celebrate the children who have been consistently well-behaved. This will be

reflected by praising children who have received a high number of Class Dojo points in a week.

13.7 Pupils can share certificates or achievements from activities such as clubs and teams from outside of school in Good Learning assemblies to promote their talents or commitment to teamwork. They need to let teachers know they wish to do so before the assembly and staff will let Senior Leaders know so time will be provided.

Rewards from class teachers

13.8 Class teachers will have opportunity to provide further certificates or notes home through sessions to reflect upon the children's learning and behaviour during the week. The school's PSHE scheme will be written to support this reflection.

13.9 Circle time in class will also be the opportunity to celebrate improved pupil behaviour.

13.10 Class teachers can also use direct contact with parents at the school gates as means to communicate children's good behaviour.

13.11 As part of the school's healthy eating policy, teachers should not use sweets as a reward.

13.12 To hold posts of responsibility in the school, represent the school or participate in privileges children will have to demonstrate good behaviour.

13.13 In appendix are suggestions for rewards for pupils to ensure consistency across the school in the application of the Class Dojo points and award of certificates.

The Power to Discipline

14.1 The Education and Inspections Act 2006 included, for the first time, a specific power for teachers to discipline pupils – for breaking a school rule, failure to follow instructions or other

unacceptable behaviour. It applies at any time a pupil is in school or elsewhere under the charge of a teacher, including where a pupil is participating in an educational visit. The power also applies to other staff with responsibilities for controlling pupils, such as teaching assistants, sports coaches and where delegated by the Headteacher, adult volunteers on class trips,

14.2 The Act also states schools' discipline and behaviour policies may allow teachers to regulate the conduct of pupils when they are off school premises and not under the control of school staff.

Consequences

15.1 The 2014 Department for Education guidelines expect schools to be strong in giving consequences for pupil misconduct but emphasise that all consequences must be proportionate.

15.2 Consequences should only be given out to those children who have broken rules.

To reinforce positive behaviour we should avoid blanket consequences which are given out to a whole class because of the actions of a group of pupils.

There will be pupils who have not misbehaved and they should not receive consequences for actions of others so their good behaviour is rewarded.

15.3 The Class Dojo system employs messaging that enables messages to go home when children have received points for doing well or consequences for not following the rules. For low level behaviour the Class Dojo system will be used to inform parents and the consequences will be for points to be docked. The amount of points to be docked and the circumstances for this are in the appendix.

15.4 The consequences of more severe behaviours are also listed in the appendix with clear actions to be taken by teaching staff and the consequences pupils can expect to receive.

Exclusion

15.4 All exclusions are formal. All informal or unofficial exclusions are illegal.

15.5 If there is sufficient evidence that a pupil has committed one of the straight red card offences and allowing the pupil to remain in school would seriously harm the education, welfare of pupils or adults in the school the pupil will be excluded for a fixed period or permanently.

15.6 If a child is excluded or subject to an internal exclusion, the class teacher will need to provide work for them to complete

15.7 Pupils whose behaviour is repeatedly disruptive at lunchtimes may be excluded from school for the lunchtime period.

15.8 Fixed term exclusions must not exceed 45 days in a school year for a pupil and for any child who receives five days exclusion in a term, the Governing Body must convene a panel to review the exclusions.

15.9 The school will inform the Local Authority's Exclusion and Reintegration team of any children at risk of permanent exclusion.

15.10 Record keeping throughout any behaviour management process must be robust to demonstrate the school has exhausted all other strategies before permanent exclusion is considered.

15.11 There does not need to have been any previous exclusion before a child is permanently excluded.

15.12 As permanent exclusion should be a last resort, strategies such as internal exclusion should be considered first if the school has capacity to provide this or a placement at another school. Advice from the Local Authority's Exclusions and Reintegration team and/or Behaviour Support team should have been sought.

15.13 At present the Local Authority has no measures to support pupils "At Risk" of permanent exclusion before they are excluded apart from a managed move to another school.

External Providers and Clubs

16.1 External providers will be made aware of the school's Behaviour Policy and appropriate rewards and consequences.

16.2 Any consequences given out by external providers should be recorded in the school behaviour log by the Teaching staff supporting the lesson.

16.2 Any concerns over behaviour at after school clubs should initially be raised with the provider. If the response is unsatisfactory the parent/carer should contact the Headteacher with respect to this.

16.3 If children misbehave at a club and a provider asks they no longer participate for a short term or permanently, the school will support the provider because after school clubs are a privilege.

16.4 Pupils may lose access to after school clubs if they repeatedly misbehave during the school day.

Use of Reasonable Force

17.1 What is reasonable force?

(i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

(ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

(iii) 'Reasonable in the circumstances' means using no more force than is needed.

(iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

(v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

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

17.2 Who can use reasonable force?

(i) All members of school staff have a legal power to use reasonable force.

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

(iii) At Leamore we will ensure the majority of staff will be trained in using positive handling techniques and in any incident where reasonable force is required a trained member of staff is supporting the process. Senior leaders will ensure their training is always kept up to date.

17.3 When can reasonable force be used?

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control pupils or to restrain them.

(iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

17.4 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 or others through physical outbursts.

17.5 Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

17.6 Any time staff at the school have to use reasonable force they will complete a proforma as in Appendix 8. Parents/carers will be informed this has taken place.

17.7 There is further information for staff regarding if pupils make a complaint about the use of reasonable force in Appendix 9.

Searching and Confiscation

18.1 The Headteacher and Deputy Headteacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

18.2 School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching with consent

18.3 Schools' common law powers to search:
School staff can search pupils with their consent for any item which is banned by the school rules.

18.4 The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.

Items not allowed at school

18.5 Items which are banned in school include any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not had a medicine form completed), knives, firearms, sprays, alcohol or stolen items.

18.6. If mobile phones are brought to school, children are not to hold these during the day. They should be given to staff with a letter from parents as to why the pupils have the devices. If the reason given is not sufficient the parents will be informed by the Headteacher. If the reasons given cause concern for the pupils' welfare then the school's safeguarding policy will be followed.

18.7 Electronic games are not allowed to be brought to school. Any electronic games will be confiscated.

18.8. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate consequence as set out in the school's behaviour policy.

18.9 A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school can apply an appropriate consequence.

Searching without consent

18.10 The Headteacher and Deputy Headteacher can search for knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items'). If they are the same gender as the pupil being searched and there is another member of staff to witness.

18.11 Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

18.12 The powers allow school staff to search regardless of whether the pupil

is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

18.13 Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

18.14. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

18.15. What the law says: The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **‘Outer clothing’** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.

‘Possessions’ means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

18.16. Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

18.17. If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

18.18 Reasonable force may be used by the person conducting the search (see section 17).

After the search

18.19. The power to seize and confiscate items – general
What the law allows: Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

18.20. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

18.21 Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

18.22 Items found as a result of a 'without consent' search
What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

18.23 Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

18.24. There is no legal requirement to make or keep a record of a search, however as good practice the sheet in Appendix 4 will be completed whenever a search and/or confiscation has taken place.

18.25. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

18.26. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Behaviour Beyond the School Gate

19.1 The Government have given powers to school to discipline pupils for behaviour beyond the school gates.

19.2 Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

19.3 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.

19.4 As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Consequences for the bad behaviour will follow those issued by the school for misconduct during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

19.5 The school will not give consequences to pupils if it is believed better parental supervision could have prevented the incident. If it is felt that parents have been negligent it will be reported following the school's Safeguarding Policy.

19.6 If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

19.7 Any actions taken in response to an incident beyond the school gate would be logged as part of the school's behaviour records.

19.8 Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil.

Record Keeping

20.1 Record keeping needs to be robust to ensure this policy and procedures operate efficiently and are prepared if there are any challenges to decisions made.

20.2 The behaviour log

20.3 In cases of a Home-school diary being used, it may be required to photocopy pages if there is a likelihood of the book being lost.

20.4 Records should be kept of any investigations into bullying and/or racist incidents and reports should be submitted to the Local Authority where these are found to have occurred.

20.5 All exclusions should be reported to the Local Authority.

20.6 Exclusions, racist or homophobic incidents and bullying incidents will be reported in the Headteacher's termly report to Governors so these can be raised at Full Governing Body meetings.

Communication of this Policy

21.1 This policy will be published on the school website.

21.2 Each revision to the policy will be shared with parents through the school newsletter and parents will be able to request a paper copy of the policy.

21.3 Any changes to the policy will be shared with staff at Staff Meetings and minutes will be recorded on the minutes on the shared drive.

21.4 There will be a copy kept on the shared staff drive.

21.5 Staff will be provided with a paper copy of this to be kept in classrooms and there will be copies in the staff room and school office.

Monitoring of this Policy

22.1 This policy will be monitored by the Headteacher and his senior leadership team to ensure it is robust in ensuring the smooth day-to-day running of the school and it supports minimal disruption to lessons.

22.2 The Governing Body and Headteacher will seek stakeholder feedback at least annually to identify how the school community believes the policy is being employed.

22.3 The Headteacher will report on the operation of this policy annually to the appropriate committee in the Summer term. The committee will put forward any suggestions for revision to the following full Governing Body meeting.

22.4 The Governing Body will agree the principles for standards of behaviour at each summer term meeting of the Full Governing Body.

APPENDIX 1 – Rewards

- Praise should and can be given for any of the following:
Good behaviour
Good manners
Good effort with work
High standards of presentation
Demonstrating good team work.
- Praise can be:
a verbal comment
a written comment in books
or through the reward of individual Dojo Points

Dojo points can be awarded for the demonstration of the following learning behaviours:

- Showing persistence with challenging work
- Improving their work based upon feedback
- Showing they have been practising work and/or achieving targets
- Asking good questions
- Showing initiative
- Paying attention and showing focus
- Organising themselves effectively
- Planning ahead
- Helping others

Dojo points can be awarded for the demonstration of the following good manners:

- Using please and thank you
- Waiting their turn
- Letting adults pass
- Holding doors open for others
- Praising others
- Good eye contact when speaking and listening

Dojo points can be awarded for the demonstration of the following good behaviours:

- Early completion of homework
- Demonstrating good speaking and listening skills
- Praise for good behaviour on a trip or praise from a visitor

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- Sharing equipment
- Setting good examples of acting safely
- Keeping the school tidy
- Supporting other pupils through tasks such as being Librarians or Playground Buddies

Pupils will not receive Dojo points every time they show these behaviours but these are examples of the behaviours pupils should demonstrate if they wish to earn these rewards.

- Children and House teams with high Dojo points scores will be celebrated in Good Learning Assemblies and reported in newsletters.
- Certificates should be given in Good Learning assembly for work that shows good learning behaviours – particularly overcoming challenges, showing persistence or focus with their work and making good progress.
- Teachers and Senior leaders can also send home: Notes, postcards or their own certificates to inform parents of improved behaviour, attitude and work.
- Teachers can choose to present prizes for the collecting a high number of Dojo points if they wish.
- Every half term there will be a celebration of achievements that reward:

High attendance – through a draw for prizes for that will be an activity for the whole family.

The Highest scoring house team – they will receive an additional privilege such as an extra non-uniform day

Pupils with a high number of Dojo points as they will be able to trade this in for prizes.

APPENDIX 2 – Consequences given by Teaching Staff

Behaviours to be given a straight red card/reported to Senior Leadership Team			
Behaviour	Action by Teacher/staff	Consequence	Consequence to be given by:
Endangering other pupils or adults themselves through violence	Seek assistance and send message to SLT	Exclusion or internal exclusion or lunchtime exclusion. and Parents/ carers informed.	Headteacher or Deputy Headteacher
Fighting	Seek assistance trained staff to stop fight. Split pupils, escort to different areas	Exclusion or lunchtime exclusion or internal exclusion or breaktime detentions. and Parents/ Carers informed	Headteacher or Deputy Headteacher
Bullying	Discuss concerns with pupil, make notes and to refer to Senior Leader	Exclusion and parents/carers informed and report to Local Authority.	Headteacher or Deputy headteacher
Racism or homophobia	Make notes of incident and take pupils involved to a Senior Leader	Exclusion or internal exclusion or breaktime detention and Parents informed and report to Local Authority.	Headteacher or Deputy Headteacher
Verbal abuse of adults	Have a member of support staff take pupils involved to a Senior Leader or send written message to SLT	Exclusion or Internal exclusion and , if Key Stage 2, written apology to member of staff. and parents informed	Headteacher or Deputy Headteacher
Not following instructions to keep themselves safe	Have a member of support staff take pupils involved to a Senior Leader or send written message to SLT	Internal exclusion and/or breaktime detentions and Parents informed and Home-school book to be kept and/or Removal of privileges (such as not participating in trips or clubs)	Headteacher or Deputy
Refusing to comply after being given a consequence	Send message to member of SLT	Internal exclusion. and Parents informed. and/or Removal of privileges (such as not participating in trips or clubs)	Headteacher or Deputy Headteacher

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Behaviour	Action by Teacher/staff	Consequence to be given by
Damaging property or resources	Investigate intent – if accidental – warning. If through not following instructions but not deliberate – loss of 2 Dojo points. Incident and consequences to listed in behaviour log If deliberate refer to SLT – parents will be informed if deliberate.	Teacher If deliberate, Headteacher or Deputy Headteacher
Disrupting others from doing their work	Initial warning – if continues loss of two Dojo points and use of Dojo messenger/letter to report to parents/carers. If necessary, move pupil to different table or time out space.	Teacher/ Teaching assistant
Talking at wrong time (e.g when a teacher/adult or peer is talking to the class)	Initial warning, if continues loss of Dojo point and use of Dojo messenger/letter to report to parents/carers. If necessary, move pupil to different table or time out space.	Teacher/teaching assistant
Namecalling (not racist or homophobic behaviour)	Loss of two Dojo points and use of messenger/letter to report to parents. An apology, verbal or written (for KS2 children) may also be sought.	Teacher
Not following instructions for a task in lessons	Initial warning followed by loss of two Dojo points and reported to parents by Dojo messenger/letter . If persistent, contact parents and SLT regarding possible loss of privileges.	Teacher/teaching assistant
Not following instructions when travelling around the school	Warning or loss of Dojo point if already received warning. May be necessary to assign support staff to walk with particular children.	Teacher/teaching assistant

Behaviours that require detention but not part of House points scheme			
Behaviour	Action by Teacher/staff	Consequence	Consequence to be given by:
Not completing work due to lack of effort	To record in behaviour log	Detention to complete task – to be overseen in classroom by teacher or member of support staff not Detention room for poor behaviour	Teacher

APPENDIX 3 – Rewards to be given by Lunchtime Supervisors and External Providers

- Praise should and can be given for any of the following:
 Good behaviour
 Good manners
 Good effort with work
 High standards of presentation
 Demonstrating good team work.

External providers during school hours will be able to award Dojo points directly on to the system.

Lunchtime Supervisors will be able to give pupils stickers for demonstrating the above and these will report the award of Dojo points for the teachers to commit to the system.

Other certificates and postcards can be provided for Lunchtime supervisors to complete to give directly to children.

Appendix 4: Consequences given by Lunchtime Supervisors

Behaviour	Action by Teacher/staff	Consequence	Consequence to be given by:
Endangering other pupils or adults themselves through violence	Seek assistance and send message to SLT	Exclusion or internal exclusion or lunchtime exclusion. and Parents/ carers informed.	Headteacher or Deputy Headteacher
Fighting	Seek assistance trained staff to stop fight. Split pupils, escort to different areas	Exclusion or lunchtime exclusion or internal exclusion or breaktime detentions. and Parents/ Carers informed	Headteacher or Deputy Headteacher
Bullying	To check if there is grounds for concern, make notes and to refer to Senior Leader	Exclusion and parents/carers informed and report to Local Authority.	Headteacher or Deputy Headteacher
Racism	To check information, make notes and take pupils involved to a Senior Leader	Exclusion or internal exclusion or breaktime detention and Parents informed and report to Local Authority.	Headteacher or Deputy Headteacher
Verbal abuse of adults	Have a member of support staff take pupils involved to a Senior Leader or send written message to SLT	Exclusion or Internal exclusion and , if Key Stage 2, written apology to member of staff. and parents informed	Headteacher or Deputy Headteacher
Namecalling/ swearing (not racist or homophobic behaviour)	Ensure the children make a verbal apology and make a note of this. If swearing, find out when this happened. If inappropriately during a game give time out and make note to be passed on to senior leaders. If swearing at another child refer to senior leaders.	If swearing is an ongoing issue even if occurring because of playing games a senior leader could give the children a lunchtime detention.	Verbal apology can be asked for by Lunchtime supervisor Time out can be given by Lunchtime supervisors. Lunchtime detention by senior leaders
Arguing	Listen to both sides of the argument and ensure the children have a strategy to resolve their problems. This could be they find other children to play with.		Verbal apology can be asked for by Lunchtime supervisor Swearing – senior Leader
Rough play – not acting safe	Warn the children to play safely	Give timeout sat on bench for a few minutes. If repeated let SLT know and they will miss next lunchtime if indoor supervision can be provided	Lunchtime supervisor
Refusing to comply after being given a consequence	Send message to member of SLT	Internal exclusion. and Parents informed and/or Removal of privileges (such as not participating in trips or clubs)	Headteacher or Deputy Headteacher

APPENDIX 5: Items not to be brought to school

Weapons and firearms

Knives

any form of drugs (including medicines, which have not had a medicine form completed), k alcohol

Cigarettes

Adult magazines

Books with adult content/swearing

Electronic games

Stolen items

If there are circumstances that children need to have a **mobile phone** at school for their journey to or from school. This must be left in the school office during the day and written permission must have been sent to school. Otherwise the phone will be treated as an item not to be brought to school.

Communications following an incident

APPENDIX 6: Search and confiscation Record

Name of child: _____ (Male/Female) Class: _____

Date: _____

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

- 1.
- 2.

Items found

Other agencies involved – please list with name and title

Parents contacted

Date: _____

Time: _____

Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation:

APPENDIX 7:Use of Reasonable Force Recording Sheet

(To be completed by hand and given to Senior Leader)

Physical Intervention Recording Form

Pupil Name:	Class:	
Date of Incident:	Time:	Place:
Reporting Staff Member :		
Please state which staff used physical intervention:		
Other staff involved/witnessing:		

Nature of risk presented by pupil

	<u>Yes</u>	<u>No</u>	<u>Occurring</u>
Liabile injury to pupil...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liabile injury to other pupils...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liabile injury to adult...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liabile damage to property...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was good order and/ safety prejudiced...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Intervention used

Duration:

Measures taken to ensure pupil calmed after incident

Record of injuries or damage caused (please state ref. No. If accident form completed)

Action taken as a result of the incident

eg. Parent/carer informed, withdrawn from class group, positive handling plan updated/ put in place

Pupil comments

Parent/Carer Informed ... Y / N Who by: _____ Date: _____

Signed (reporting member of staff) : _____

Signed (Headteacher/Assistant Headteacher): _____

Please attached separate sheet with names of other pupils involved (if applicable) for tracking purposes.

APPENDIX 8: What happens if a pupil complains when force is used on them?

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

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - b. When comforting a distressed pupil;
 - c. When a pupil is being congratulated or praised;
 - d. To demonstrate how to use a musical instrument;
 - e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - f. To give first aid.