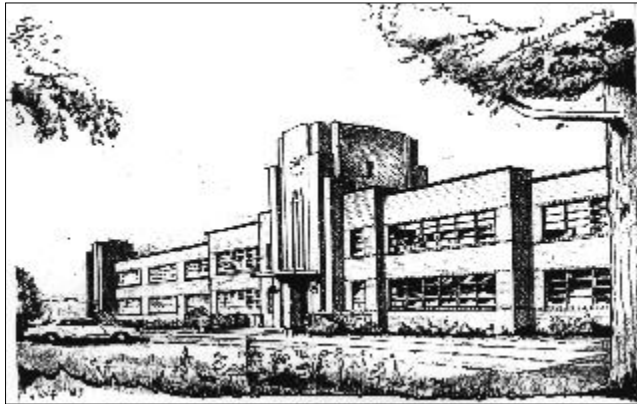


William Torbitt Primary School



BEHAVIOUR POLICY

This Policy was reviewed in January 2015 and ratified by the Full Governing Body in March 2015

This policy is due for review in March 2017

Behaviour Policy

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1. INTRODUCTION

At William Torbitt Primary School, the promotion of good behaviour is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with the school. It is vital that the Behaviour Policy is clear, well understood by staff, parents and pupils and that it is consistently applied.

The Behaviour Policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Special Educational Needs (SEN)
- Single Equality Policy
- CP Policy
- Teaching & Learning Policy
- Acceptable behaviour of adults on school premises
- Attendance Policy

2. AIM OF THIS POLICY

Pupils at William Torbitt Primary School learn best when they are safe and feel valued as part of the school community. This policy outlines how, with everyone working together, we can ensure children are able to achieve their full potential in a safe, orderly and caring environment.

This is done by promoting a shared understanding of what is acceptable and unacceptable behaviour; by promoting good behaviour in order to build individual and collective esteem and encourage good citizenship, and self-discipline.

3. KEY PRINCIPLES AT WILLIAM TORBITT PRIMARY SCHOOL

- 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 and rewarding good behaviour and promoting mutual respect.
- There must be a whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults within the school community will set excellent examples to the children in all their work and interactions.
- Every child must take personal responsibility for his/her own actions.
- There must be 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.

- There must be early support for developing problems.
- There must be a corporate approach but with due regard for individual circumstances.
- We will seek advice and support from appropriate outside agencies.
- Under the Equality Act 2010, staff, pupils or parents/carers must not discriminate against, harass or victimise pupils because of their sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

4. 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 and promote 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 appropriate provision 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.



Our Promises



Resilience: Dust ourselves off and try again.

Morality: Do the right thing and make the right choices.

Adaptability: Be a problem solver and respond to changes well.

Thoughtfulness: Think about the world, the environment and others who live in it.

Communication: Express our opinions clearly whilst considering other people's views.

Respect: Treat others how we wish to be treated.

Co-operation: Work together to achieve our goals.

Enquiry: Ask questions and find things out.

These principles underpin all behaviour management within the school, and are regularly revisited in class, in assemblies, and where necessary on an individual basis. The rules have been drawn up by the staff and

children. The children agree to abide by these rules and understand that if they do not adhere to them, there is a procedure that is followed fairly and consistently for everyone.

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

5. THE ROLE / RESPONSIBILITIES OF THE HEADTEACHER

- It is the role of the Headteacher, 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 Headteacher to ensure the health, safety and welfare of all the children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has access to records of all reported incidents of misbehaviour kept by senior staff, class teachers and midday assistants.
- The Headteacher logs all racist/homophobic incidents that occur in school.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is only taken after the School Governors have been notified.
- The Headteacher must publicise the school Behaviour Policy, in writing, to staff, parents and pupils at least once a year.

6. THE ROLE / RESPONSIBILITIES 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 Headteacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the Headteacher 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.

The governing body must provide clear advice and guidance to the Headteacher on which he/she can base the school behaviour policy. In consultation with the Headteacher they should 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.

7. THE ROLE / RESPONSIBILITIES OF THE CLASS TEACHER AND LEARNING SUPPORT ASSISTANT

- To ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- To have high expectations of the children in terms of behaviour and to ensure that all children work to the best of their ability.
- To treat each child fairly and enforce the School Promises consistently, treating all children in their class with respect and understanding.
- To record significant incidents of inappropriate behaviour.
- Teachers and paid staff with responsibility for pupils 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*).
- 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, including when travelling to or from school, wearing school uniform or in some other way identifiable as a pupil of 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
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school
- Teachers have a specific legal power to impose detention outside school hours e.g. lunchtimes.
- Teachers can confiscate stolen items, any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property or any item banned by the school rules which has been identified as an item that may be searched for
- The class teacher should liaise with external agencies, as necessary, to support and guide the progress of each child.

However, it is also the responsibility of teachers to promote positive self-esteem amongst pupils 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.

8. THE ROLE / RESPONSIBILITIES OF NON-TEACHING STAFF

It is the responsibility of all staff to ensure that the school rules are enforced, and that their pupils behave in a responsible manner. All non teaching staff must treat each child fairly and enforce the School Promises consistently, treating all children with whom they come into contact with respect and understanding.

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

It is the responsibility of all paid staff to:

- Provide opportunities for the pupils to talk about issues and discuss strategies to enable pupils to deal with conflicts and promote good behaviour.
- Communicate successes and discuss concerns with other staff members in a positive way.

9. THE ROLE / RESPONSIBILITIES OF PARENTS / CARERS

The school values its partnership with parents/carers and encourages involvement in all aspects of school life, including discipline and behaviour.

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/Carers can help by:

- 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 School Promises)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (Appendix 1 - See Home-School Agreement)

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.

Under no circumstances is a parent/carer to approach another child regarding a behaviour incident. The school has the right to bar parents/carers from the premises for aggressive, abusive or insulting behaviour. In these cases it is enough for a pupil/member of staff to *feel*/threatened for the school to take the decision to bar a parent/carer from its grounds.

10. THE ROLE / RESPONSIBILITIES OF PUPILS

At William Torbitt, there is an expectation that pupils:

- Move in an orderly manner around school.
- Show respect for people and property.
- Demonstrate appropriate levels of concentration and self-discipline.
- Take responsibility for their own actions and accept the resulting consequences.
- Co-operate with and respond to the schools code of conduct.
- Are polite, considerate and caring.

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 a staff member's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

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 in the classroom and playground:

- Kindness
- Consideration
- Tolerance and respect regardless of age, gender, race, ability, disability and sexual orientation
- Co-operation
- Patience
- Empathy (thoughtfulness)
- Good Manners to adults and other pupils

11. UNACCEPTABLE BEHAVIOURS

The following behaviour is considered to be unacceptable:

- Distracting other pupils within the classroom

- Disruption of lessons
- Bullying (deliberately hurtful behaviour repeated over a period of time) - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying), intimidation through words or actions and indirect bullying (spreading rumours, excluding someone from social groups)
- Aggression towards pupils and adults
- Swearing and use of racist language
- Rudeness and disrespect towards other pupils or adults
- Lying
- Stealing
- Damaging school property or the property of others through deliberate or irresponsible behaviour, or through lack of care
- Posting inappropriate or abusive comments on social networking sites.

12. STRATEGIES TO PROMOTE GOOD BEHAVIOUR

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

- Good staff are in charge and they negotiate
- Good staff prioritise learning and take an interest in pupils as individuals
- Good staff use assertive body language and demonstrate warmth
- Good staff follow through with consequences and are proportionate
- Good staff are consistent and encourage co-operation

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

- Be good role models.
- Supervise children to and from classrooms, into corridors 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 quietly in single file.
- Encourage toilet visits at breaks and lunchtimes.
- Give reasoned explanations for the School Promises / Code of Conduct and, if broken, the resulting sanctions.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, self-control, responsibility, etc.
- Use the school's reward systems for academic and non-academic achievement and effort.
- Praise individuals, groups or classes as and where appropriate.

- Ensure that resources are clearly labelled (in the classroom / playground), easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Utilise present communication systems in school to maintain close links with the home.
- Involve outside agencies where necessary through consultation with the Special Needs Coordinator or Inclusion Manager.

13. PROMOTING GOOD BEHAVIOURS IN THE CLASSROOM

At William Torbitt we believe that the quality of teaching in the classroom can have a direct impact on behaviour and conduct within the classroom and beyond. Therefore, it is important that classroom staff:

- Label resources clearly and make them easily accessible, and 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.
- Are well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Refrain from shouting
- Use eye contact, gestures, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Involve children in the organisation of systems wherever possible.
- Are positive e.g. use of 'please walk', rather than 'don't run'.

The use of the School Promises is in place in all classes in the school, and are discussed and signed by all pupils at the beginning of the year.

Each class also has a Behaviour Management Board to reward good behaviours as well as to manage poor behaviour. The board is made up of 6 different coloured areas:

Orange Yellow Green Bronze Silver Gold

Every pupil in the class has a badge with their name on, at the start of every day the names are all on the green section of the board. If a pupil demonstrates good behaviour, the teacher will move them up one colour on the board – the aim is to try and reach gold. However, if a pupil demonstrates poor behaviour they are given a warning. If they continue to display poor behaviour they will be moved down an area on the board. If a pupil ends up on the yellow area of the board they miss some of their break time and have to fill in a reflection sheet – this allows them to reflect on their behaviour, its consequences, and how to put it right in future. If a child ends up on the orange area of the board then they are sent to the year group leader to discuss their behaviour and attitude shown in class. If a child persistently finds themselves on the orange area then they are asked to reflect upon their behaviour (e.g. time out at playtime).



A simplified version is used in the school's Early Years classes using just 3 colours - green, gold and orange, but the principle remains the same. Special consideration would also need to be given to pupils within a class on the SEN register for social, emotional and behavioural difficulties.

Strategies for managing low level behaviour

Does a lower-level strategy improve the challenging behaviour? i.e.

- The 'look'
- Reminder re expectations
- Praise a child nearby who is behaving appropriately
- Move towards the child/group using non- threatening behaviour
- Good questioning i.e. what *should* you be doing?
- Use "thank you" rather than "Please" when redirecting
- Private quiet chat
- Remove the audience
- Rewind (Let's rewind)
- Accept and re-direct (Yes, but.../maybe you were but...)

Remind the child of the consequences of their behaviour. Use positive language i.e. If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome). Now choose what you are going to do...

14. PEACEFUL PROBLEM-SOLVING

NB: An incident is very rarely clear cut, and often has to be investigated by a member of staff. It is important that this is done fairly and thoroughly:

- Everyone needs to be calm and ready to listen. (*'Are you calm and ready to solve your problem?'*)
- Everyone needs to be honest.
- Everyone needs to take responsibility for their own decisions and actions.
- Everyone needs to take a turn to talk with the adult about what happened.
- Everyone must understand that it is the behaviour that is unacceptable, not the child.
- Sanctions must be clear and explained to the child who has behaved inappropriately.

Stages of Intervention

The school's behaviour procedures can be summarised into four stages. These stages of intervention should be logged and dated in the class behaviour logs.

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 the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement, the class teacher should refer the matter to the Year Group Leader.

Stage 3

- Discussions between Year Group Leader and parents, involving the child as appropriate, to try to resolve the problem. The Deputy Headteacher may become involved if a resolution cannot be reached. A behaviour plan may be written and implemented if appropriate.
- If there is no improvement, the Deputy Headteacher should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.

Stage 4

- Discussions between the Headteacher and parents, involving the child where appropriate. The class teacher, Year Group Leader or Deputy Headteacher 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 Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

15. REPORTING OF UNACCEPTABLE BEHAVIOUR

Incident is brought to the attention of the Class Teacher



Class Teacher investigates and deals with initial incident.
Logs in the Classroom Behaviour Log
(If incident considered to be serious to be passed to straight to Year Group Leader)



If the issue continues after the Class Teacher has dealt with it, it will immediately be referred to the Year Group Leader. Further investigations will be made and strategies put in place. There will be liaison with parents at this point and discussions about what happens next. The Year Group Leader will email Mrs Blaize to alert her to the incidents (cc all SLT and Inclusion Assistant) and a decision will be made regarding escalation to SLT. The incidents will be recorded on SIMS.



Once reported to SLT a decision will be made on support, interventions and sanctions. There will be liaison with all the parents of the children involved in the incident.

16. 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 Headteacher;
- 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 and proportionate in all the circumstances.

Corporal punishment is illegal in all circumstances.

Sanctions for poor behaviour at William Torbitt Primary School should include:

- Withdrawal of privilege relative to misbehaviour (e.g. representing the school at an external event)
- Playtime / lunchtime time out
- Parents informed and involved in the behaviour management process
- Time out e.g. outside the classroom under supervision, another group, another class
- Child to sit by a member of staff
- 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
- Work to be completed in the child's own time or at home.
- Referral to Senior Management

NB: Under no circumstances should a child be told to stand or sit outside the classroom in the corridor unattended or made to face a wall.

17. FURTHER SANCTIONS, INCLUDING FIXED AND PERMANENT EXCLUSIONS

In addition the class teacher can seek the involvement of the SLT. The Headteacher can impose further sanctions:

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed term exclusion of one or more fixed periods, for up to 45 days in any one academic year.
- Permanent exclusion (The Headteacher can also convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this).

A decision to exclude a pupil permanently should only be taken:

- * In response to a serious breach, or persistent breaches, of the school's behaviour policy
- * Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school

Lunchtime Exclusions

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half the school day for statistical purposes and in determining whether a governing body meeting is triggered.

If the Head teacher excludes a pupil, parents will be informed immediately and given reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents about how to make any such appeal.

- The Headteacher informs the Governing Body about any fixed term or permanent exclusions.
- Exclusions will be carried out in accordance with LA 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.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether provision is in place to support SEN or disability that a pupil may have. Head teachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify the mental health or family problems.

- Prior to the exclusion of a child these steps must be taken:
 - Full consultation with parents and relevant staff about the child's problems well before the stage of considering exclusion is reached, unless in response to a serious incident
 - Involvement of the child, where appropriate, including reasons for action taken
 - Discussion with outside agencies
 - An opportunity for parents to present their case

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. It has a discipline committee, which is made up of between three and five members, which considers any exclusion appeals on behalf of the governors. When an appeals panel meets to investigate an exclusion, they will consider the circumstances in which the pupil was excluded, any representation by parents and whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Where requested by a parent, the Local Authority will arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.

The Local Authority will also appoint a special educational needs expert to advise the panel, where requested by a parent.

The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

18. DETENTION

Teachers have a legal power to put pupils in detention. William Torbitt Primary School uses detention at playtimes and lunchtimes. Parental consent is not required for detentions. With lunchtime detentions, staff must allow a reasonable time for the pupil to eat, drink and use the toilet. This is referred to as Time Out. (Up to 15 minutes for KS1 and up to 30 Minutes for KS2)

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:

- stolen items
- 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

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions 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.

- 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.

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.

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 parent / carer will be informed.

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, and not for the member of staff to show that he/she has acted reasonably.

- Schools will 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 will ensure that the teacher has access to a named contact who can provide support.
- The Governing Body will 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.
- The school and the local authority have a duty of care towards their employees. It is important that the school provides appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

21. 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.
 - The behaviour of pupils outside the school can be considered as ground for exclusion. This will be a matter of judgement for the head in accordance with the school's behaviour policy. (*section 89(5) of the Education and Inspections Act*)

22. BEHAVIOUR PLAN

- In a very small number of cases, where behaviour is persistently below the standard required and where appropriate, strategies will be set up by the class teacher in consultation with the inclusion leader. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.
- Careful monitoring of events will take place to establish causes, patterns etc. Strategies will be reviewed regularly and discussed with staff, parents / carers and the child themselves where age-appropriate, and a Behaviour Plan *may* be set up for that pupil. Where a child has SEND, the SENDCO will be involved.

- Monitoring systems may be used to assess causes, frequency and outcomes of poor behaviour.
- If the behaviour still does not improve, this will be discussed at regular school-based review meetings, and strategies will be evaluated. Learning support assistant (LSA) time and midday provision may be allocated to provide further support. External agencies may be involved.
- A personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.
- In some extreme / exceptional cases where behaviour is not improving in response to the strategies put in place, the Headteacher and Inclusion leader may set up a Behaviour Plan with a view to preventing the child from being excluded. This plan will involve the parents / carers, pupil, teachers, LSAs and any external professionals working with the child.

Logging of incidents

The following members of staff must keep up to date and coherent behaviour logs:

- Midday Assistants
- Class teachers and Senior Leaders

These logs must include the following information:

- Dates of incidents and the date they were dealt with
- Names of pupils involved
- The nature of the incident
- Details of investigations
- Resulting actions (including who has been informed).

These logs must be available for the Headteacher/SLT/ Inclusion Team to view on request.

23. REWARDS

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

Rewards can include the following:

- Written praise e.g. a positive comment on work, report or a letter/postcard sent home
- 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
- Well done cards, certificates, stickers for academic and non-academic achievement
- Special Awards and trophies e.g. Citizens of the Year / Best Sports Person
- Placing value on achievements e.g. work shown to another class.../ member of staff
- Mentions in school newsletters and as part of Celebration Assemblies

- Weekly commendations and Star of the Week.

24. 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. **September 2013 (Review in July 2017)**

Appendix 1

WILLIAM TORBITT PRIMARY HOME-SCHOOL AGREEMENT

Pupil's name _____

Date _____

The school will:

- ✓ Create a safe, happy community.
- ✓ Educate every child to the best possible standards.
- ✓ Provide opportunities to discuss your child's development and provide annual written reports.
- ✓ Provide learning opportunities for home as outlined in the school's home learning policy.
- ✓ Provide parents with information about what we intend to teach each term.
- ✓ Inform parents of any concerns or problems that may affect children's work or behaviour.
- ✓ Keep parents informed about school activities by sending home regular letters and notices about school events.

The parent / carer will:

- ✓ Make sure that our child attends school regularly, arrives on time, and is collected promptly.
- ✓ Make sure that our child has appropriate dress for school and PE in order to participate fully in all school activities.
- ✓ Support the school's policy on uniform.
- ✓ Inform the school if our child is going to be absent and provide a note of explanation on their return.
- ✓ Avoid arranging holidays in school term time.
- ✓ Support our child in homework and opportunities for home learning.
- ✓ Support school policies as found in the school's prospectus and website.
- ✓ Attend open evenings and discussions about our child's progress.
- ✓ Let the school know about any concerns or problems that may affect our child's work or behaviour.
- ✓ Support the school in our policy that all pupils are expected to behave in a responsible manner towards themselves and others, showing consideration, courtesy and respect.
- ✓ Ensure that our child shows a proper regard for other people's property, school buildings and the environment.

Together we will:

- ✓ Promote and develop high standards of behaviour, both at home and at school.
- ✓ Encourage the children to take care of their surroundings and belongings.
- ✓ Encourage the children to respect the school community and contribute to it.
- ✓ Encourage the children to be responsible for delivering letters, homework and reading books to and from school.
- ✓ Identify and support children's individual needs in order to help them achieve their best.
- ✓ Ensure the children's use of the internet is safe and appropriate.

Signed:

(for the family)

(for the school)

Appendix 2

WILLIAM TORBITT PRIMARY SCHOOL RULES

(These are in addition to the school promises)

A Arrival and departure

- 1 All children should arrive in the playground by 8.55 am. (Nursery children should arrive promptly at 8.45 am / 12.30 pm.)
- 2 Before and after school, children are not allowed on the adventure play equipment or the field.
- 3 For the safety of small children in the playground, ball games are not allowed and all scooters and bicycles must be pushed.
- 4 Once dropped off on the school premises by a parent / carer, pupils are not allowed to leave the school premises (eg to go to the shop).
- 5 When the bell goes at 8.55 am, all children should line up quietly in their playground position ready to meet their class teacher.
- 6 At the end of the day, children must not leave with a parent / carer until they have let their class teacher know.

B Playground and playtimes

- 1 Children should play in sight of the staff on duty at all times.
- 2 Playing around the sheds and fire escape staircase is not permitted.
- 3 Children must not go on any playground equipment unless they are supervised by a member of staff.
- 4 Rotas for playground equipment use and for football are displayed on the exit doors and windows leading out to the playground.
- 5 Only foam balls are allowed to be used in the playground at playtimes; children can bring in their own foam balls and skipping ropes if they wish to.
- 6 Children should remember to go to the toilet during playtimes / lunchtimes so that they do not have to leave the classroom during lesson time.
- 7 Playing in and around the toilets is not allowed.
- 8 Children are not allowed in the school building at playtimes / lunchtimes unless they have *prefect pass / lunchtime pass*.
- 9 At the end of playtime, when the bell goes, children stand still and quiet (all balls are picked up). On the second bell, all children **walk** to their class line.

C Property and possessions

- 1 Money should only be brought into school for a specific and agreed purpose.
- 2 The only items of jewellery allowed are watches, small studs (or sleeper earrings which must be removed or covered before PE), or religious jewellery (eg Sikh Kara bangle, Rakhi bracelet).
- 3 Any religious jewellery must be removed for PE. If it physically cannot be removed, it must be taped to the body to prevent it getting caught on apparatus or equipment.
- 4 If a child walks to school by themselves and needs to bring a mobile phone to school, they must provide a letter from their parent, and the phone must be left in and collected from the school reception office on a daily basis. Any child found with a mobile phone or other electronic device without such a letter will have it confiscated, to be collected by a parent / carer from the head teacher.
- 5 Toys or electronic games are not allowed in school.

D Uniform

- 1 Full and appropriate school uniform should be worn at all times (no hoodies, jogging or tracksuit bottoms, tops with patterns, pictures or logos).
 - **Only** plain navy blue, school style jumpers, cardigans, or WTPS school sweatshirts
 - White school shirt / polo shirt
 - Grey skirt, pinafore dress or trousers
 - Blue & white checked summer dress
 - White / grey / navy blue headscarf
- 2 PE kit (white t-shirt and black / navy blue shorts / leggings / jogging bottoms in cold weather) should be brought to school in a draw string PE bag (not a carrier bag).

E Food and drinks

- 1 Only fruit, vegetable snacks, *fruit winders*, cheese, crackers, breadsticks and water can be brought in as playtime snacks.
- 2 Sweets are only allowed in school as part of a birthday celebration and must be totally free from nuts.
- 3 A small bottle of water can be brought into the classroom during lessons and to have at playtimes.