

# William Torbitt Primary School

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## BEHAVIOUR POLICY

September 2018

## **Behaviour Policy**

### **Contents:**

1. **Introduction**
2. **Aim**
3. **Key Principles**
4. **Implementation**
5. **The role / responsibilities of the Headteacher**
6. **The role / responsibilities of Governors**
7. **The role / responsibilities of the Class Teacher and Learning Support Assistant**
8. **The role / responsibilities of Non-Teaching Staff**
9. **The role / responsibilities of Parents/Carers**
10. **The role / responsibilities of Pupils**
11. **Unacceptable Behaviours**
12. **Strategies to promote good behaviour**
13. **Promoting good behaviours in the classroom**
14. **Peaceful problem-solving**
15. **Reporting of unacceptable behaviour**
16. **Punishing poor behaviour**
17. **The Partner Teacher System**
18. **Further sanctions, including fixed and permanent exclusions**
19. **Detention**
20. **Confiscation of inappropriate items**
21. **Use of reasonable force**
22. **Pupils' conduct outside the school gates - teachers' powers**
23. **Behaviour Plan**
24. **Rewards**
25. **Review and monitoring**

## **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 school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied.

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.

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.

#### **William Torbitt Primary School Promises:**

- **We promise to be kind and helpful, treating other people the way we would like to be treated.**
- **We promise to have a positive attitude to our work at all times.**
- **We promise to be safe and sensible in everything we do.**
- **We promise to listen to adults and to each other.**
- **We promise to keep the school and school property in good shape.**

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 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 HT, 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 HT 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 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.

#### **Rewards for good work produced**

Our emphasis will always be on the positive approach of encouragement and praise.

Good work in Books

Where a child has exceeded expectations in the work produced in books a merit system is used

- comments written inside a pupil's book;
- 1 merit for Green leaf

10 merits for bronze certificate

25 merits for silver certificate

50 merits for Gold certificate

Reception make use of stickers and stamps

#### Involvement of Staff in Celebrating Good Behaviour

A visit to the Headteacher / Deputy Headteacher or other members of staff for a commendation;

Displays of pupils work around the school and showing their work in Celebration Assemblies on a Monday;

Presentation of rewards in the above;

Headteacher's Commendation for recognising outstanding achievement.

#### **Reward for good 'Learning Behaviours'**

Y1 – Y6

A child that is demonstrating good learning behaviours in class will be rewarded with dojo points.

Children will also be rewarded with dojo points during unstructured times and when moving around the school.

The two children with the most dojos at the end of the day may earn a sticker/postcard home from their class teacher.

Children are placed on the green traffic light at the start of the day. If they are still on the green traffic light by the end of the day, each child is awarded with a Dojo. The child with most Dojo's at the end of each half term may be rewarded with a prize.

The child at the end of the week that has the most dojo points will also become the star of the week. The dojos are reset at the end of each week.

EYFS are rewarded with stickers and the star of the week. They also have as part of their Traffic Lights System silver and gold to reward good behaviour.

#### **In Class- Consequences**

The school has a staged approach when a child is not following our behaviour expectations and if there is little or no improvement, children will find themselves going through each stage very quickly – this is serious. If a child's behaviour is extreme it could result in exclusion immediately without going through the following stages. It is very important to allow every opportunity for the child to make the right choice and to self correct unacceptable behaviour. At all appropriate and relevant points the child should be asked on how their inappropriate behaviour impacts their own and other students learning.

We expect all parents to fully support the school when working with a child who is behaving inappropriately or displaying challenging behaviour.

- A warning look / verbal reminder of expected behaviour.



Stage 1 – Verbal warning of consequences if persists. At this stage the children choose the next step (i.e. appropriate or inappropriate). Again remind the children of how their behaviours impact on learning.



Stage 2 - if the behaviour persists the child will be sent to 'time out' in their own class for up to 5 mins. This is reflection time and if given a timer can return to their learning when the time is up. Again giving them time to make the right choice and self-correct. Children should not be left outside the classroom under any circumstances.



Stage 3 – if the behaviour continues the child will be sent as time out in **Partner Class** for a period of 5mins again to reflect on how their behaviour is effecting their learning and that of the other children's. Their name will be moved from the green to amber. Again when they return they can still make the right choice.



Stage 4 - If there is an improvement in the behaviour then their name can be moved back to green. However, if the behaviour continues after they return they will be sent to the **Phase Leader Teacher** for 10 mins with sand timer. Their name will be moved to the red. It will be for the PL to decide whether they are ready to go back to class or be referred onto the DHT.

For a child who is involved in a serious incident or is displaying very inappropriate behaviour or not responding to the stages above.

Stage 5 – The child is sent to work in DHTs room. A member of SLT and the CT will meet with parents if there has been more than one incident. The CT or SLT will update the central electronic 'Behaviour Log'. The child may return back to the class and earn their way back to green by the end of the day. Everyday is a fresh day.

Extreme behaviours will be escalated straight to DHT/HT. The child may then have a managed lunchtime or appropriate consequence.

A half termly analysis will take place to track the type of behaviour, where the misbehaviour occurs and what time of day. For example, if mainly due to football related issues between boys at lunchtime than the school would put an action plan in such as employing a coach.

For a child who is involved in a serious incident or is displaying very inappropriate behaviour or not responding to the stages above.

## Playground Behaviour / Playground Matters

If a child behaves inappropriately at playtimes,



Stage 1 verbal warning from CT on duty



Stage 2 time-out from the activity.



Stage 3 referred to Allocated member on duty for rest of break (decide if behaviour warrants Behaviour Reflections therefore referral to SLT). Allocated member of staff to update central Behaviour Reflection Log.

## Lunch Time

Positive behaviour

- Top table
- Name in book
- Stars (reception children)

Inappropriate Behaviour

Stage 1 verbal warning



Stage 2 time-out from the activity.



Stage 3 – referred to **Supervisor** – may need BR



Stage 4 – referred to SLT member on duty

At end of Lunch time to give names to KS to update Behaviour Reflection Log and the Class Logs.

The Pastoral Support Assistant (PSA) will be able to provide early intervention for any child that is not managing the playground. The PSA will discuss any concerns with the Inclusion Team to discuss further action.

Year Group Leaders and Phase Leaders will dip into Behaviour Logs and Behaviour Reflection Log to identify any patterns for their phases or for individual children on a weekly basis. If a pupil exceeds 2 Behaviour Reflections per half term a letter will be sent home. SLT will meet the parents with CT.

If all approaches are unsuccessful, the school will discuss further actions with the parents and the child. This may include the restriction of time spent outdoors, the areas they play in or ensuring they remain with an adult at all times. Our aim will always be to ensure a satisfactory outcome for all concerned.

## **Managed Lunchtimes**

### Serious Incidents of Behaviour

Any incidents of a serious nature (either in the classroom, at break time or at lunchtimes) are taken directly to the HEADTEACHER / DEPUTY HEADTEACHER. In these cases, a child moves immediately to stage 5 and the child's parent/guardian/carer will be informed at the discretion of the head/deputy.

Serious incidents of behaviour include:

- Racial Comments
- Physical Violence
- Swearing / Foul Language
- Bullying / Persistent Name Calling

Serious incidents of behaviour in and around the school are very rare. However, these incidents may warrant their removal from the classroom and result in internal exclusion.

All serious incidents are recorded in the incidents log. The school regards all incidents of a racist and a sexual nature to be serious and parents may well be contacted at the earlier stages to ensure that they are well informed and management of such cases is carried out with all relevant parties involved.

### Dealing with Children with Specific Behavioural Difficulties

Very occasionally, a child requires specific support to help them overcome the behavioural problems they exhibit. Specific programmes will need to be put into place in consultation with the parents / carers, ALN Co. and specialist agencies. Consideration will be given to their support within the class situation. Some children may require a personal 'Extreme Behaviour Plan'.

### Behaviour, Care, guidance and support

The support, guidance and care provided to promote personal development and well being is provided through all staff including: teachers, support staff, MSAs and in particular the PSA and Inclusion Team. Pastoral guidance for pupils is provided through the school's Virtual Learning Environment by accessing the 'Inclusion'; here children can easily access quality information regarding issues such as: emotional well-being, how to be a good friend, anti-bullying; anger management, self-esteem, as well as explaining how children can access help. The quality of the information and individual guidance provided helps pupils make the best choices. Staff will be trained in resolving conflict using the 'Restorative Justice Approach'.

### Peer Mentors

Year 5 Peer Mentors are taught skills to help them solve problems and help resolve conflicts between others in a non-aggressive way; these skills include:

- Dealing effectively with their own relationships
- Developing their own self confidence
- Developing listening skills and becoming more assertive
- Problem solving

These children will be trained to facilitate 'Restorative Justice' too.

It is important to stress that our Peer Mentors will not be placed at risk. They will not be asked to mediate fights or serious incidents, including severe bullying, should these occur.

Play time 'Buddies'

Playground Buddies encourage positive relationships between pupils during playtimes: guiding pupils when playing games, looking out for children who appear upset or lonely, making sure that all children feel happy at playtimes, referring children to Peer Mentors if necessary.

Team Teach

If a child is distressed and putting him/herself and/or anybody else at risk a senior member of staff and any trained 'TEAMTEACH' member of staff will be notified. In these situations each case will be assessed and it may be necessary to use this 'TEAMTEACH' approach to manage the situation. All such cases are recorded and reported to families. If there are regular occurrences by the same individual, a strategy meeting will be arranged and a separate risk assessment will be formed. It is possible that a Pastoral Support Programme (PSP) may also be implemented to further support that child. This involves regular consultation with the family and will be run for 16 weeks and/or until targets have been achieved.

Short term managed exclusions (Lunchtimes)\*

Children whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases parents will always be notified prior to this arrangement taking place. In most cases before this is actioned the school will recommend a managed timetable at lunchtimes, whereby the child will remain in school but have limited access to the playground and/or an increased adult supervision.

Fixed term exclusions\*

A child may be excluded on disciplinary grounds. A child may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). As a school we have behaviour expectations and clear sanctions for those children that do not comply with these. When the Head teacher deems a fixed term exclusion is appropriate, such behaviour will be a serious breach to the school's behaviour policy and/or pose a serious risk to others. The decision will always be lawful, reasonable and fair. The governing body and the local authority would be made aware of any such exclusions.

Permanent exclusion\*

This will be a last resort and will be used in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to permanently exclude a pupil will be lawful, reasonable and fair. The governing body and the local authority would be made aware of any such exclusions.

### **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.

## **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. THE PARTNER TEACHER SYSTEM**

Each class teacher has another named class they can send a disruptive child to for a short period of time out. This should not be considered a punishment, but be used so the child has the opportunity to calm down, and so the other children in the class can get on with their work without disruption.

### How it works

When a child is being disruptive, the teacher can send the child to their partner teacher/class: Move their name to amber and it must be logged.

The child should be sent with a 5 minute timer

The partner teacher does not need to investigate or ask questions (thus not drawing attention to the child, as sometimes this is what they want).

Year Group Leaders will be completing a weekly analysis of the Behaviour Logs in their year groups and the reporting to Phase Leaders.

## **18. 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.

## 19. DETENTION

The school has 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.

## 20. 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

## 21. 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.
- 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:**

- 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.

**22. 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*)

### **23. 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 Extreme Behaviour Plan with a view to preventing the child from being excluded as well as a Pastoral Support Plan. This plan will involve the parents / carers, pupil, teachers, LSAs and any external professionals working with the child.

## **24. 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.

## **25. 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 2017 (Review in July 2019)**

## 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 8.50am, all children should line up quietly enter the external playground door that leads to their classroom.
- 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 the pathway along the reception classrooms 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 for playtimes (school play equipment only is to be used at lunchtime).
- 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 a *lunchtime pass* or special pass from a member of the SLT.
- 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 quickly and quietly** 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.