

Behaviour Policy

Parish Primary School

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PARISH
CE Primary School

Building Learning, Friendships and Faith.

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Our Vision

Parish CE Primary School is part of the Aquinas Church of England Education Trust Limited (the Trust). At Parish Primary School we aim to maintain a structured and caring environment where children and adults can work, learn and play together, with respect and care for one another. Rules are kept to a minimum, but the general discipline is firm and children are encouraged to be courteous, to take a pride in their appearance, to be punctual and to respect their own and other people's property.

Our practices respect the diversity of our community and we place positive relationships with pupils and their families at the centre of our behaviour management policy. Likewise, our ethos and values as a Church of England school are at the centre of the way we manage behaviour.

This document is a statement of the principles, practices and procedures the school has set in place to ensure a safe and caring environment for pupils and adults. It also sets out the consequences for those pupils subject to disciplinary action.

The policy covers behaviour management both inside and outside of school. It should be noted that the school has the authority to manage pupil behaviour outside of school including on the way to and from school as well as educational visits.

Our core values are at the centre of our behavioural expectations for staff, pupils and parents alike:

- Care,
- Respect,
- Honesty,
- Generosity,
- Integrity
- Trust.

Our Aims

Our intention is to help all children reach their potential, develop an enthusiasm for lifelong learning and equip them for future opportunities, responsibilities and experiences – fully preparing them to become valued members of society.

- To support each child in developing a personal code of self- discipline that will enable him/her to both contribute to and benefit from the education we provide.
- To emphasise the worth of good behaviour rather than highlighting the negative aspects of poor behaviour. Good behaviour is praised in the classroom, in the playground, in our assemblies and as a general principle around the school.
- To enable each child to develop an enthusiasm for life, together with a sense of pride in themselves, the school and the community.
- To provide an environment where everybody feels welcome and where diversity is acknowledged and celebrated.
- To ensure that Parish School pupils become confident, independent and happy lifelong learners who take responsibility for their choices in a diverse and rapidly changing world.

- To ensure the safety and well-being of those within our school community and to enable the school to function efficiently as a place of learning.
- To secure and maintain high standards of behaviour in a safe, calm and caring environment.
- Have a consistent approach to behaviour, which draws upon positive parental involvement.
- Make boundaries of acceptable behaviour explicit, by outlining any rules held by the school.
- Acknowledge good behaviour is maintained through shared responsibility by all adults.

Parish Primary School is an inclusive school. We respect every child as an individual and work to ensure each pupil achieves their full potential across all areas of our broad and balanced curriculum. It is a place of learning for all members of the school community. We actively foster attitudes of independence and self-confidence. Through modelling the qualities of care, fairness and respect we create an environment that provides security and recognises small steps of success for everyone. For each child to receive the most effective education possible it follows that children should be allowed to learn and teachers allowed to teach, in an atmosphere conducive to both.

Expectations of Pupils

Pupils are expected to:

- Show respect for the opinions and beliefs of others.
- Behave in a reasonable and polite manner to all staff and pupils.
- Follow the school rules.
- Move around school quietly, showing regard for others by holding open doors and demonstrating good manners.
- Follow reasonable instructions given by school staff.
- Show respect for the working environment.

Expectations of Staff:

Staff are expected to:

- Reinforce clear expectations of behaviour.
- Create a swift and purposeful start to the lesson.
- Deliver a suitably planned and structured lesson, which meets all individual needs.
- Deal with incidents of inappropriate behaviour by following the school's procedures.
- Promote and reinforce positive behaviour in the classroom.
- Always speak calmly and respectfully to the children.

Expectations of Parents/Carers:

Parents can support the school by recognising that an effective behaviour and discipline policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child and emphasise that they support the rules. Parents and carers are expected to:

- Work in partnership with staff to promote positive behaviour and discourage negative behaviour.
- Inform staff of any concerns.
- Respond to concerns raised by members of staff.
- Model good behaviour through speaking respectfully to and acting courteously to staff members.
- Ensure that children arrive at school on time ready to learn.
- Respect our school community and teaching staff both verbally and physically.

Factors That Influence Good Behaviour

- Having high expectations of behaviour.
- Praising the effort that children make.
- Fair and consistent strategies for responding to inappropriate behaviour.
- A sense of community involving pupils, parents and the school, where all are treated with respect and where we seek to understand other people's points of view
- Clear and consistent routines and warnings of changes where possible, so that children know what is expected of them always.
- The provision of a relevant, differentiated, motivating and challenging curriculum in every class.
- A positive school ethos and a happy rapport in every classroom.
- A Personal, Health, Social, Emotional and Citizenship curriculum which addresses the importance of the awareness of personal feelings and the ability to express these appropriately in different situations.
- Leading social skills groups, where necessary, to support children in their development of socially- appropriate behaviour with their peers and adults and to cultivate good listening skills.
- Providing safe and stimulating learning environments that are cheerful and purposeful.
- Building positive relationships with parents, which support positive behaviour and discourage negative behaviour.
- Creating dialogue between parents/carers and class teachers.
- Pre-empting problems by being aware of the triggers,
- A continually developing behaviour policy which is supported and followed by the whole school community: children, parents, teachers and governors, based on shared community values
- Humour- appropriate humour can diffuse a situation.

School Rules

We promote positive behaviour and work together as a community to reduce the number of negative behavioural incidents. We have one set of rules that everyone is expected to observe and follow. These clearly state our expectations of behaviour at Parish School:

- I will be friendly, courteous and helpful and treat others with respect.
- I will take good care of my own and other people's property.
- I will walk inside the buildings and on the paths.
- I will talk quietly in school.
- I will try to do my best at all times.
- I can make the right choice.

On entry to Parish School parents sign a contract, agreeing to support their child in keeping the school rules. The School Council, comprised of representatives of each class, discuss aspects of positive behaviour at the start of each new academic year.

At the beginning of each academic year, teachers are encouraged to make their own class rules based on the school rules above. This is to make the rules relative to the children and to listen to the pupil voice about what is important to a particular group of children. Because of this, teachers may devise their own behaviour management strategies to use with their own class but will still follow the principles of this policy. This is really meaningful and encourages the children to be accountable for their actions.

Restorative Justice

Restorative Justice is used at Parish Primary School. Where possible we encourage the children to take responsibility for their actions and face the consequences of negative behaviour. This links to our core values of honesty, integrity and respect and involves forgiving and moving forward. We encourage that individuals:

- Admit wrongdoing.
- Apologise with meaning.
- Accept apologies.
- Make up and move on.

This applies to both children and adults.

We Do Not Tolerate

- Rudeness.
- Verbal abuse -Name calling, racist or homophobic remarks, use of racial or sexually explicit language.
- Refusal to follow classroom instructions.
- Dishonesty.
- Swearing.
- Blaspheming.

- Deliberate damage to property - individuals may be asked to pay for, or contribute to the replacement/ repair of damaged property.
- Bullying.
- Aggressive behaviour / Fighting.
- Stealing.
- Deliberately hurting other people (children or adults).
- Disruptive behaviour in the classroom.
- Leaving the school premises without permission.
- Physical assault.
- Being in possession of drugs or dangerous weapons in school.

Pupils need to realise that there are rewards for choosing good behaviour and consequences for disobeying school rules. Sanctions will be applied for unacceptable behaviour.

Lunchtime Supervision

Children are supervised by a team of midday supervisors throughout the lunch period. The midday supervisors should maintain order and remind children when necessary of expected behaviours. The midday supervisors are aware of the children who have additional needs and the SENCO supports the midday staff in dealing with these children. Children are expected to treat all midday supervisors with the respect due to all adults at Parish. Verbal or physical abuse will not be tolerated.

The following procedures should be followed for minor incidents at lunchtime:

1. Verbal warning

The child is given a polite but positive reminder that their behaviour is not acceptable.

2. Second verbal warning

This child is spoken to for a second time. The child will be reprimanded away from their peer group wherever possible.

3. Time out

The child will have a short period of time out, either standing on a line, or walking around with a midday supervisor.

4. Behaviour room

If a child continues to offend it may be necessary to send them to the behaviour room for some time out/away from the playground. In this situation, the midday supervisor will take the child to the behaviour room and will explain to the teacher on duty what has happened. It is then the teacher's responsibility to decide how the behaviour is dealt with and to record the incident. A behaviour letter should be completed and sent home to the parents.

5. Referral to senior leadership team

If there is a case of violent behaviour, genuine uncooperativeness, persistent anti-social behaviour or other major problems these should be brought to the immediate attention of the Deputy Headteacher or Headteacher.

Behaviour Room

If a child displays any of the following behaviours at lunchtime, they should be taken straight to the behaviour room:

- Fighting
- Swearing
- Rudeness
- Bullying
- Refusing to listen/do as an adult asks

Rewards and incentives

Staff at Parish seek to foster children's positive self-worth by the following strategies:

- Building positive relationships with the children based on mutual respect.
- Spending time talking to the children and getting to know them.
- Showing a genuine interest in the children.
- Praising and encouraging children's achievement /effort frequently and reward when appropriate.
- Ensuring that the work set is appropriate and differentiated for the varying abilities/ learning styles - a child who cannot access the task set, may demonstrate his/her frustration by poor behaviour.
- Discovering each child's best learning style and seek to present tasks in a way that will ensure they can remain focused.
- Giving children responsibilities.
- Identifying what the children are really interested in.
- Encouraging positive and supportive friendships.
- Supporting the children to know that they can trust adults in school.

Incentives

The use of praise and rewards is important in developing high self-esteem and in promoting positive behaviour and values. All members of staff are involved in the rewards process. Good behaviour is promoted and rewarded through a variety of strategies. This could include verbal praise, a comment and/or a smile of recognition, a mention in front of the class. Positive feedback is given to parents and carers through informal conversations.

Types of incentives:

- Happy face achievements
- Stickers, stars and stamps
- Pupil of the week certificates and mentions in the weekly newsletter
- Celebration of work in the classroom
- Oral/written praise of work by the class teacher or another member of the senior leadership team
- Celebration of work in Friday worship
- Praise/celebration of work from other members of staff
- Notes home to parents
- Pupil of the term award
- Achievement award
- House points badges
- 'Golden Time' / reward at discretion of class teacher

As children mature and develop it is also important for them to understand that the rewards of good behaviour become intrinsic and that this, in turn, contributes to their wellbeing and feelings of self-worth.

Sanctions

Most children behave well most of the time. However, despite our positive strategies there are occasions when a child does not follow our school rules. This is when sanctions will be applied. It is important that sanctions are applied fairly and consistently by all adults in line with this behaviour policy. Sanctions are most effective when they are given immediately, followed through and accompanied by a clear explanation. Sanctions allow children to reflect on their behaviour. Class teachers will deal with minor breaches of discipline in a caring, supportive and fair manner, having regard to the age of the child. Staff should consider the suitability of the sanction applied. For some children, missing 5 minutes' play is just as effective as missing the whole lunch break. Sanctions will be appropriate to both the negative behaviour and the individual child. Differentiation of sanctions needs to be considered where a child's additional need may have contributed to an incident. We avoid humiliating children when they are culpable for their choice of inappropriate behaviour.

Parish Primary School has standard strategies for breaches of discipline. These progress in stages but may be used in any order and some may be used at the same time. The Head Teacher reserves the right to fast track to higher level sanctions for major breaches of conduct, where the health and safety of staff and/or children are in question.

Sanctions for Breach of School Rules

1. Verbal warnings (3 maximum)- disapproval / oral reprimand and reminder of acceptable behaviour by CT / TA / MDS
2. Use of the class behaviour management chart to monitor behaviour and discourage negative behaviour
3. Quiet time away from the other children within the classroom
4. Time out away from the other children in the class

5. Use of the red card – if needed (send the children to the designated member of the senior leadership team)
6. Factual recount noted in the children's notes

Further Sanctions

- Writing a letter of explanation or apology
- Loss of responsibility/withdrawal of privileges or free time
- Visiting another teacher to explain the behavioural incident
- Replacing damaged or broken property
- Staying for after school clubs and events may be restricted or withdrawn if a child's behaviour is consistently inappropriate
- Holding a meeting between the parents, class teacher and a member of the senior leadership team to discuss moving forward

N.B. Children must be supervised at all times when sanctions are being applied. All forms of corporal punishment are against school policy.

Fast Track

A child can be fast tracked through any of the stages for:

- Inappropriate language or remarks e.g. swearing, racist or sexual language or extreme rudeness.
- Inappropriate physical contact e.g. fighting, punching, kicking, spitting.
- Refusal to comply with an adult's request or instruction which results in serious disruption to the class or puts child, peers or adults at risk.

Bullying

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either emotionally or physically **repeatedly over a period of time** and results in pain and distress to the victim. Sometimes it is difficult for those being bullied to defend themselves. Bullying can be:

- Emotional - being unfriendly, excluding others, tormenting (e.g. hiding books, threatening gestures).
- Physical - pushing, kicking, hitting, punching or any use of violence, taking belongings.
- Verbal - name-calling, sarcasm, spreading rumours, nasty teasing, insulting, making offensive remarks including those about race, sex, religion, related to home circumstances, appearance, health conditions and special educational needs.
- Indirect - spreading nasty tales about someone, excluding someone from an activity or game.
- Cyber - All areas of the Internet, such as email and Internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.

Bullying is not two children having an argument/disagreement or falling out over something or a physical accident. **It is not a one-off incident.**

Major Breaches of Discipline

These include:

- Physical assault against a pupil or adult
- Verbal abuse / threatening behaviour against another pupil or adult
- Deliberately hurting someone and leaving them injured
- Bullying, including cyber-bullying through email, text messages, Fronter or any social networking sites
- Persistent disruptive behaviour / violation of school rule
- Racist, sexual and/or homophobic remarks or harassment
- Wilful damage to school or personal property belonging to any member of the school community
- Inappropriate sexual language or behaviour
- Theft of school property or the property of any member of the school community
- Drug or alcohol related incidents
- Possession of an offensive weapon, e.g. knife or sharp bladed instrument
- The carrying of knives and other such dangerous or illegal items or substances
- Deliberate or attempted vandalism of school property or on the way to and from school which impacts on the local community

In the event of a major breach of discipline, the Head Teacher will inform the parents/carers about the incident as soon as practically possible. The parents/carers will be invited to a meeting to discuss support for the child in moving forward. Further sanctions will be outlined in the event of there being no improvement in the child's behaviour. The Head Teacher may withhold participation in any school event that is not an essential part of the curriculum.

Behaviour Management

If a child has displayed or is reported to have displayed unacceptable behaviour:

- Let the child calm down if they are agitated, angry or upset, and assure them that you will deal with the problem when they are calmer.
- Listen to what the child has to say.
- Where possible make sure a witness verifies any accusations against a child or adult.
- Beware of falsely accusing a child especially if that child is regularly in trouble.
- Help the child to face the consequences of their actions and explain to them how their behaviour affects others.
- Consider temporary provision for individual children who may need to remain in school during all/part of break times, at the discretion of the staff responsible.

Exclusion

Parish is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. Exclusions are used sparingly and only as part of the overall Behaviour Management Policy. However, exclusions may be used when other strategies and sanctions have not been effective.

The school complies with the statutory framework as set out in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and the statutory guidance Exclusion from Maintained Schools, Academies and pupil referral units in England (September 2012) published by the Department for Education.

Fixed Term Exclusions

In all cases the Headteacher gathers evidence and takes advice from colleagues who are working with the pupil. Excluding a pupil from school is a serious step to take. The Headteacher alone has the statutory power to exclude a pupil from school. Where the Headteacher is temporarily off-site or absent from school they must be consulted and have access to relevant evidence and information prior to the final decision being made. In the case of the Headteacher being absent for an extended period of time the formally appointment Acting Headteacher will have the power to exclude in place of the Headteacher.

The Headteacher will decide on the length of exclusion in all cases. The length of the exclusion will depend on a number of different factors, which may include, but are not limited to, previous exclusion record, severity of incident, risk to others and where and how the incident arose. Parents will be informed either by telephone, letter or email on the day the student is excluded. The student will be seen by the Headteacher and sent home with details of work to undertake in their exclusion letter.

Permanent Exclusion

A decision to exclude a pupil permanently is a very serious one and therefore can only be taken by the Headteacher. It can be the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed to secure improvement. Where a pupil is permanently excluded for a build-up of negative events, it is an acknowledgement by the Headteacher that the school has exhausted all support strategies and interventions for the pupil and that to allow the pupil to remain in school would seriously harm the educational welfare of the pupil or others in the school.

The decision to exclude permanently may also be taken by the Headteacher when there has been a one-off serious breach of the school's published Behaviour Management policy and where the Headteacher believes that to allow the student to remain in school would seriously harm the educational welfare of the student or others in the school. Such a decision may be taken as a result of any serious incident of any of the offences listed below and includes assault towards a member of staff or student, fighting, bringing offensive weapons into school, and the use or distribution of controlled substances within the school and its immediate vicinity.

Incidents for which fixed term or permanent exclusion will be considered, but are not limited to, include:

Persistent low/mid-level disruption of the learning environment;

- Verbal abuse of adults and others;
- Verbal abuse to pupils;
- Physical abuse of/attack on adults and others;
- Physical abuse of/attack on pupils;
- Indecent behaviour;
- Damage to property;
- Misuse of illegal drugs;
- Misuse of other substances;
- Theft;
- Serious actual or threatened violence against another pupil or adult;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Arson;
- Unacceptable behaviour over time for which previous sanctions and other initiatives have not been successful in modifying the behaviour.
- Any other behaviour which may bring the name of the school into disrepute

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Incidents of misbehaviour occurring outside school

The school may impose an exclusion on a pupil for non-criminal misbehavior occurring outside school where it is reasonable to do so including:

- Misbehaviour which occurs when the pupil is taking part in a school organised or related activity, or travelling to or from school, or wearing the school uniform, or can be identified in some other way as a pupil of the school; or
- Misbehaviour at any time that could have repercussions for the orderly running of the school, or pose a threat to another student or member of the public, or could adversely affect the reputation of the school.

The school may also sanction pupils for criminal behaviour occurring outside school even where the police have decided to take no formal action against the pupil.

Exclusion Procedure

Most periods of exclusion are for a fixed term and short in duration. Only the Headteacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

The Trust has established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Trust has established arrangements to review fixed term exclusions, which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately, where possible. A letter will be sent giving details of the exclusion and the date the exclusion ends save for in the case of a permanent exclusion. Parents have a right to make representations to the review panel.

In the case of a fixed term exclusion, a reinstatement meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the leadership team and other colleagues where appropriate.

During the course of the fixed term exclusion, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility. It is the school's responsibility to provide work for the pupil for the first five days. If the fixed term exclusion is in excess of 5 days, suitable full-time education must be arranged from the sixth day. In the case of a permanent exclusion, the school is responsible for providing work for the pupil for the first five days, on the sixth day it is the responsibility of the local authority to provide suitable full time education.

General Factors the School Considers Before Making a Decision to Exclude

Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations taking into account all relevant policies;
- Allow the pupil to give their version of events, where possible;
- Collect evidence from a range of sources and/or witnesses, where reasonable.

When establishing the facts in relation to an exclusion decision the Headteacher will apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'. If the Headteacher is satisfied that on the balance of probabilities a pupil did what they are alleged to have done, an exclusion will be the outcome.

Exercise of Discretion

In reaching a decision to exclude, the Headteacher will look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- i. the gravity of the incident, or series of incidents as detailed in the behaviour log, and whether it constitutes a serious breach of the Behaviour Management Policy; and
- ii. the effect that the pupil remaining in the school would have on the education and welfare of other pupils and adults. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

Preventing Exclusion

The school works closely with the local authority and other primary schools to undertake managed moves where such a course of action would be of benefit both to the pupil and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

The school endeavours to avoid both fixed term and permanent exclusions. However, if the strategies implemented by the school have failed, then there will be a final interview with parents or carers where the possibility of exclusion will be discussed. This will be followed by a final written warning stating that the pupil is 'at risk' of exclusion/ permanent exclusion.

A regular report of exclusions will be given to the Trust.

If the child's behaviour puts the health and safety of themselves or others at risk or if there is persistent violation of school rules, it may be necessary to exclude a child either on a fixed or permanent exclusion. The school follows the Local Authority guidelines regarding excluding a child from school.

The Head Teacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed term or permanent exclusion. In the case of all exclusions, parents or carers are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

The management of behaviour will be as detailed at Appendix 2.

Emergency Situations

Staff need to be assured that in the event of serious behavioural incidents, additional support can be summoned immediately. A red card system to request help will be used (see appendix 1). If there is no additional adult in the class, a pair of children can be sent to members of the senior management team to deliver the red card. The red card is marked with the room location and indicates 'Come immediately.' A red card (and explanation) can be found in every room in the school. In severe cases, for health and safety reasons, it may be necessary to remove the other children from the classroom while an adult supervises the child who is out of control.

Restraint

Parish Primary School follows the non- statutory guidelines from the Department for Children, Schools and Families as contained in the document 'The Use of Reasonable Force and Restraint.'

'Reasonable in the circumstances' means using no more force than is needed. Force is usually used either to control or restrain where there is a risk to pupils' safety. 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. All members of school staff have a legal power to use reasonable force. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit and bought in services such as sports coaches. School staff will 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.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Children with SEN will be considered in line with the SEN policy.

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 them 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,
- Restrain a pupil at risk of harming themselves through physical outbursts.

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

Staff Training/Induction

- The Behaviour Policy will be highlighted at the beginning of each academic year to enable new and existing staff to revise the policy.
- The Behaviour Policy is available on the website for all the parents/carers to access.
- The Behaviour Policy is available on the internal portal (Fronter) for all staff and students to access.
- At the beginning of each academic year, the classes are encouraged to make their own set of class rules for the year ahead relative to the set of children and their new teacher.
- The behaviour policy rewards/sanctions are recapped on a daily basis in whole school worship/class systems, which maintain the high standards of behaviour expected at Parish Primary School.
- It is planned to have a behaviour related Inset at some point during the Autumn term.

Associated Policies

For further details on specific areas related to behaviour please see the following policies:

- Anti-Bullying Policy
- Trust Equality Policy
- Trust Positive Handling Policy
- Trust Safeguarding Policy and Academy Child Protection Policy
- Special Educational needs and Disabilities (SEND)

Reviewing the Behaviour Policy

The Headteacher has the responsibility for ensuring that the policy is monitored on an annual basis. The Lead Behaviour Professional will evaluate the policy in conjunction with members of staff.

As a result of the Trust's statutory responsibility, the Trust will receive personal data, some of which will be sensitive personal data. The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA). The Trust complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust and the relevant academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Appendix – COVID-19

In order to suppress the impact of the COVID-19 virus, the Government directed that all schools in England and Wales must close from Monday 23 March until further notice. Thus, the academy closed to children registered as pupils at the school from Monday 23 March 2020 except for those children:

- Whose parents are key workers and who cannot be looked after at home. Key workers are those that are detailed in the Government’s Guidance for schools, childcare providers, colleges and local authorities in England on maintaining educational provision (19 March 2020)¹; and
- Who are vulnerable. Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, ‘looked after’ children, young carers, disabled children and those with education, health and care (EHC) plans. Schools are also asked to consider children at the fringes of social care, who may not have a social worker but are nevertheless vulnerable. Collectively referred to as the Priority Group.

From 1 June, the academy is expecting all Priority Group pupils to return to school. In addition, from [1/15] June the academy is expecting all pupils in [nursery, reception, year 1 and 6/ Years 10 and 12] (the Eligible Group) to return to school.

Following the wider opening of the academy and the re-instatement of teaching and learning, the academy intends to apply the principles detailed in this policy. In addition, in order to minimise the transmission of COVID-19 and to protect the school community pupils are expected to:

- Follow any altered routines for arrival or departure from school.
- Follow instructions on hygiene, such as handwashing and the removal of face masks, whilst at school.
- Follow instructions on class groups, social distancing and minimising contact with staff and other pupils whilst at school.
- Follow instructions on movement around the school including but not limited to movement between lessons (if applicable), movement for break and lunchtimes, procedures for queuing, demarcation of areas where access is not permitted, toilet use procedures and maintaining social distancing where at all possible.
- Using tissues or the crook of the elbow when sneezing and coughing and tissues must be immediately disposed of into a bin.
- Avoid touching their mouth, nose and eyes with their hands, where at all possible. They must not touch other pupils or staff.

¹ <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

- Tell an adult if they are experiencing symptoms of coronavirus – temperature, a new cough, loss of taste or smell or generally feeling unwell.
- Follow the rules about not sharing any equipment or other items including drinking bottles which the school will have explained to them.
- Not cough or spit at or towards any other person.

The rewards and sanction system detailed in this policy will be applied in relation to the above expectations. However, the academy acknowledges that pupils will require regular re-enforcement and a period of acclimatisation with these new rules. In applying the rewards and sanctions system, the academy will follow the requirements of the Trust’s Equality Policy. The academy will make reasonable adjustments were necessary.

Pupils who continue to learn remotely are expected to follow the rules regarding remaining safe online especially in relation to cyber bullying. The school reserves the right to apply a sanction in cases where a pupil has been involved in the cyber bullying of another child.

The principles in this policy will be applied subject to the acknowledgement by the academy of the following:

1. Re-engagement by pupils in formal learning make will take time especially for those pupils with challenging behaviours.
2. The mental health of pupils during the period of lockdown.
3. The experiences of pupils during the spread of COVID-19 including those pupils that have experienced the virus, had someone in their household who has experienced the virus and/or has suffered a bereavement as a result of the virus.

The 2017 Exclusion guidance will continue to be applied subject to the statutory guidance entitled Changes to the school exclusion process during the coronavirus (COVID-19) outbreak dated 29 May 2020

Appendix 1

Example of red card system

Red Card

In line with our behaviour policy, if a child needs to be sent to another class, please send them along with this card to the following member of staff,

YR, Y1 or Y2 send to **Mrs. Sykes**

Y3 and Y4 send to **Mr Powell**

Y5 and Y6 send to **Mrs. Abbey-Gibbs**

If any of these teachers are not available please send the child and the card to

- Mrs. Pickard
- Mrs. Genovese
- Mr Samuels

If you are in a situation when you cannot leave the classrooms but need support please send the red card to either

- The Deputy Head Teacher
- The Head Teacher
- The SENCO

Appendix 2

Management of Behaviour

| Level | | Typical behaviours: | Typical consequences: |
|----------------|---|--|---|
| | Day-to-day behaviour management | <ul style="list-style-type: none"> At the start of the year each class establishes their own code of conduct – in line with the principles outlined in this policy. We expect children to adhere to the code and in turn the principles of this policy. | <ul style="list-style-type: none"> Low-key verbal discussion with the teacher, helping the child to recognise their behaviour and its effect on others and to remind them of class rules. Non-verbal signals such as proximity and seating arrangements, verbal signals such as proximity praise, positive re-enforcement, modelling. |
| Level 1 | Class Teacher | <ul style="list-style-type: none"> Low level disruption. Not following instructions. Lack of respect for others and resources. | <ul style="list-style-type: none"> Verbal warning Verbal discussion with the teacher, helping the child to recognise their behaviour and its impact on others and to remind them of class code. Parents informed by teacher or assistant over course of week (verbal). |
| Level 2 | Class Teacher | <ul style="list-style-type: none"> Ongoing Level 1 behaviour. Deliberate disruption or defiance. Deliberate damaging of resources. Deliberate underachievement. | <ul style="list-style-type: none"> Opportunity to talk about issues with an appropriate member of staff e.g. SENCO or family worker. Parents informed by class teacher in writing (Appendix 3) Adjustment in own class reward/sanctions. |
| Level 3 | Senior Management Three occasions or more of a child being dealt with at Level 3 will lead to progression to Level 4. | <ul style="list-style-type: none"> Persistent Level 2 behaviour. Aggressive use of behaviour. Persistent defiance. Theft. Inappropriate language. | <ul style="list-style-type: none"> Child sent with the red card to the appropriate phase leader. A member of the SMT can be called upon using the red card. Typically, the child's behaviour will be managed away from the classroom. Behaviour letter sent home to parents. (Appendix 4) |
| Level 4 | Senior Leadership Three occasions or more of a child being dealt with at Level 4 will lead to progression to Level 5. | <ul style="list-style-type: none"> Persistent Level 3 behaviour. Maximum refusal. Attacking others physically. Threatening others. Placing others at risk. Verbal abuse. | <ul style="list-style-type: none"> Parent Meeting with a member of the senior leadership team and possibly SENCO/Family Worker. Set up to a plan to move forward. (Appendix 5) |
| Level 5 | Headteacher: Fixed Term Exclusion | <ul style="list-style-type: none"> Persistent Level 4 behaviour under agreement. Persistent breaches of the behaviour agreement. | <ul style="list-style-type: none"> Further meeting with the Headteacher. Final warning letter stating that pupil is 'at risk' of permanent exclusion letter. |
| Level 6 | Headteacher: Permanent Exclusion | <ul style="list-style-type: none"> Significant one-off or a number of fixed term exclusions. | <ul style="list-style-type: none"> Exclusion Panel |

Appendix 3
Behaviour Chart

