



## School Behaviour Policy – incorporating the Anti-bullying Policy

For we are the handiwork of God, created in Christ Jesus to do good works, which God prepared in advance for us to do." Ephesians 2:10

### **“ASPIRE to Greatness”**

**“We believe that all members of St. Stephen’s C.E. Primary School should:**

**A**chieve highly

**S**ucceed with increasing self-belief

**P**ersevere at all times

**I**nclude everyone and celebrate difference

**R**espect themselves, all others and property

**E**njoy learning and feel safe in and around school

Sept 2023

## **Statement of intent**

At St Stephen's, we believe that making the best choices in our behaviour will not only reflect the values of our school but enable all to thrive and gain positive experiences from the education setting.

This policy sets out the framework in which behaviour and bullying will be managed.

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### 1. AIMS AND VALUES

"ASPIRE to greatness" is our key school value. We believe that through celebrating Achievement, Self-belief, Perseverance, Inclusivity, Respect and Enjoyment all within St. Stephen's community will succeed to be the best that they can be.

Our core value is to treat everyone with love and respect so that the highest standards of behaviour are expected at all times. We believe that children who are immersed within a culture of respect and understanding will also impact positively within their community at school and at home.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Our school community has identified a set of school rules and would like children and adults alike to follow them at all times.

#### **We would like everyone to:**

- **Say kind things to one another and never use hurtful words**
- **Listen to one another**
- **Respect the feelings of others**
- **Tell the truth**
- **Treat others like you would like to be treated**
- **Respect school property and the belongings of others**
- **Work hard and help others to work hard**
- **Keep safe and ensure others are kept safe from harm**
- **Help others in need**
- **Say sorry**
- **Forgive**

**Our St Stephen's way statement is simple, "Be ready, be safe, be respectful". This statement is a summary of all of our values and expectations and is displayed in classrooms as well as around school.**

### 2. CONTEXT

This policy should be read in conjunction with the single equalities policy, care guidance and control and Special Educational Needs policies.

The legal framework for managing behaviour in schools is very clear under the Equality Act 2010, the Children's Act 1989 and the Criminal Law.

### 3. OBJECTIVES

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of:

- The high standards of behaviour expected at the school.
- What is done to promote positive behaviour.
- What the school does to deal with poor behaviour and how the response will be proportional, timely and effective.
- How it is: 'OK to Tell'.
- In the event of actual bullying, how the school will deal with it.
- Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated and we aim to reduce incidents of bullying and stop it.

#### 4. PREVENTION

At St Stephen's we believe that prevention is better than cure. As a result, the school in consultation with pupils, staff and governors, has implemented the following measures:-

- using a set of school/class rules
- delivery of a comprehensive programme of work on relationships and emotional intelligence (PSHE)
- Use of Christian Values Worship units and curriculum materials
- Reading and writing stories or poems or drawing pictures about the positive aspects of diversity and difference
- reading stories about different people and relationships
- making up role-plays
- having discussions about difference and why it matters
- provision of play buddies for children to talk to as well as learn new games
- social stories and use of circle time to teach social skills
- the use of adult and pupil play partners on the yard to model behaviours and promote co-operative play
- the use of nurture groups to support children
- promotion of mutual respect
- Annual anti-bullying weeks to raise awareness amongst pupils
- Promotion of an inclusive curriculum and one which celebrates diversity
- The use of circle time.

#### 5. Classroom management

All staff are expected to create classrooms with a sense of calm, order and purpose. This is achieved through high expectation and collective classroom management procedures as well as high levels of praise. All classes use the Class Dojo system to reward observations of our values and behaviour. Points are collected before rewards or privileges are offered to children. In Reception classes a reward is offered after 20 points are collected. In KS1 and KS2 rewards are given after 50 points are collected. In upper KS2, children also achieve collective dojo points in order to earn a class prize or privilege.

In addition, stickers are used by individual class teachers to reward and motivate children. Some children are identified with additional needs. We are an inclusive school which means we adapt systems to enable every child to succeed whilst underpinning a behaviour policy which begins from positive behaviour management practice. Our behavior code is to be applied consistently and with additional support for those children who have specific needs.

Lessons in PSHCE, circle time and worship times reinforce expectations of behaviour, independence and resilience. A culture of care and respect is expected to be exemplified by all staff in school and we require misbehaviour to be dealt with swiftly and assertively. PSHE sessions and class worship sessions each week will promote high expectations of a moral code of conduct. They also encourage children to think of the impact of behaviours upon others.

Poor behaviour can be shown by:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera & video facilities
- Related to health and appearance, home circumstances, faith/religion/culture, ability or disability.

Staff use behaviour management strategies and emotion coaching techniques initially, when encountering unwanted behaviour. The unwanted behaviour should be identified and the desired behaviour expected. Every child needs to be given time to make good choices.

For example, if a child is disrupting with noises or behaviour to disrupt, the staff member should identify the unwanted behaviour and use positive language, "it would be nice for everyone if you used a quiet voice and let others around you concentrate". For a child who refuses to follow an instruction, they should be given 2 options i.e. "You have 2 choices. 1, you can choose to stay in at breaktime to reflect on your behaviour if you continue to not choose to do as asked or 2, you can choose to follow the instruction and then play outside". Time should be given to the child to think about making the best choices and then rewarded/praised immediately afterwards for making the best choice. With emotion coaching, children need time to think, reflect on their current emotions, move themselves to a positive thinking frame of mind and then be congratulated for making the best choices. A thinking/reflection space in each classroom is provided- not to punish but to provide prompts, reminders and a place of calm. The reflection space should be decorated with the schools behaviour rules and values. Staff must always consider the triggers which lead to incorrect behaviour choices and to minimize these triggers. Staff must **always**, every time, remain calm and positive – identifying the desired behaviours and praising these wherever seen.

Behaviour Management Procedures.

- There is an escalation system that allows the children to understand that after an initial warning, further misbehaviour results in the child receiving a dojo point reduction. There should always be a warning first, a description of what is desired and time given for a child to make the correct choice.
- Should the unwanted behaviour continue a second warning is given and a red cube put on the table as a reminder of the second warning.
- Further misbehaviour in a teaching session would result in a pupil using the time out area in the classroom or "thinking space" for between 1 to 5 minutes depending on the age of the child. It may be appropriate, depending on the

persistence/severity of the misbehaviour, for the class teacher to use another teacher's class for "thinking time". The child would be required to use time out to reflect on how their behaviour disrupted their learning or that of others. All staff should ensure that children quickly return to work and are praised at the next opportunity for display of appropriate behaviours. Children should **never** be asked to stand outside a classroom as a punishment. Time out needs to be managed with staff supporting the child to think and then make the best choices. Time out will be used for management of disruptive behaviour within school. It may be for repeated off task behaviours, name calling, negative play/learning behaviours, inappropriate responses to adults/pupils, not telling the truth and time wasting. Time out will be managed in the following way:

Emotion coaching techniques should be used with the child inside the classroom. The teacher should use class time to enable a child to make their apologies. Breaktimes may be used by teachers for older children to make a written apology under the supervision of a member of staff, provided staffing allows for this. Verbal apologies are accepted. Once apologies and restorative justice measures have been completed, children may continue to have playtime. It is important for children to say sorry and to forgive.

- Should time out not have the desired effect on the unwanted behaviour a member of the SMT should be involved and the parent informed. This will be recorded on cpoms as a serious incident. Should poor behavior continue to be evident, then the headteacher may consider suspension as the next appropriate action. This decision would be taken in consultation with SMT and the Senco.
- There is a Behaviour Flowchart for ease of reference ( appendix).

Children should always be praised in school for making good choices, i.e. walking sensibly, lining up quietly, sitting appropriately and staff should comment upon this as much as possible. Particular praise should be extended to children who find making the best choices challenging. Children who struggle to make good choices should be genuinely praised as much as possible when showing good behaviours. Children should be stopped if they run down corridors, do not keep to the left on the stairs, are noisy in corridor/cloakroom spaces. They should be given a minute to think about their behaviour and then demonstrate the right behaviour and be praised for it immediately.

Behaviours would be considered to be more serious where repetitive off task behaviour regularly disrupts learning or where refusals to follow instructions are encountered or where there is disrespect towards adults, swearing or forceful verbal/physical aggression, damage to property, a continuing propensity to lie or steal, bullying/discriminatory behaviours and cyber-bullying. In these instances, members of the senior leadership team are notified and parents informed. Such behaviours are logged and reported to the governing body on a termly basis. The teacher should make an individualized programme for a child whose misbehaviour escalates or repeats over time. The Senco will be consulted to oversee a period of monitoring and which may result in the child moving to the SEND register due to longer term strategies being required by the child.

Should behaviour management systems be ineffective at managing behaviour, then the Senco will consult specialist teacher support. In extreme circumstances, the headteacher will determine whether the child receives a suspension or an internal exclusion. Internal exclusions will rely on a partner class to accommodate the child in order to identify to the child and parent/carer that behaviour has reached unacceptable levels. This will depend on the nature of misconduct. A child who is given a suspension

will be identified to a specialist teacher and the family offered support. All exclusions will be as a last resort and no permanent exclusions will be authorized without first seeking the advice of specialist teachers.

It is expected that teachers and support staff will manage all behaviour using strategies identified by specialist teachers or the Senco. Some children choose negative behaviour for attention. This behaviour should be ignored or the pupil given time out within the class. Children must be kept under close supervision. If in a neighbouring space then staff will check on pupils. It is not acceptable to stand a child outside of a classroom. This does not encourage the child to reflect on behaviour. There must be a culture of positive reward for positive behaviour for all pupils. For children who are identified with SEMH and are the SEND register, there will be provisions made for tailored provision i.e. individual programmes of learning identified at the start of each day, regular and consistent emotion coaching techniques applied (whilst social distancing) and individual rewards at the end of each day if this is part of the child's recommended provision.

Sometimes, a child's behaviour may require the group to be removed from the teaching space by the teacher. Staff should do their best to minimize risk to pupils and adults. The child should be observed at a distance by an adult without physical intervention, until the behaviours stop. If the child is likely to cause serious harm to themselves or others then the parent must be called immediately. A parent may only enter the classroom in extremely rare circumstances and where the SLT have facilitated this. Other children must be removed to a place of safety – i.e outside play area or an empty classroom. In rare cases and where additional specialist staff are involved, it may be that a risk assessment is drawn up to manage a pupil with significant behavioural difficulties.

Staff are expected to promote positive play choices (and join in with play) by rewarding positive play behaviours with dojo points and stickers and use "thinking time" or time out spaces in the play area designated. Apologies must always be sought before the child returns to play. All behaviour concerns are recorded by staff using CPoms.

Discriminatory abuse, threats, physical violence which leaves injury, abuses towards staff, or acts which seriously compromise the safety of others are considered as serious and are reported to governors each term. Other forms of misbehavior are reported on CPoms for monitoring and reported to parents via class dojo. Parents will already be aware of sanctions being used when a dojo report is removed.

A behaviour Flow Chart (Appendix B) is a précis of the procedures.

## 6. SANCTIONS

- Sanctions, such as loss of a break time play or time out in another class are used by teachers when children have broken school rules or persistently disrupted lessons.
- Letter, dojo text or phone call home to a parent will result where misbehaviour has been repetitive or potentially more harmful to the individual, school property or other staff and pupils. Phone calls are the best method to explain the circumstances surrounding the incident and how staff have managed behaviours.
- Exclusion, the last resort, will be used where a pupil's behaviour has threatened the safety of staff and children, where property has been severely damaged or where a child has not responded to initiatives in and around school to ensure that teaching and learning is not continually disrupted or the safety of staff and

pupils compromised. The school will always refer to a specialist teacher or the Local Authority's exclusion adviser for support if a child is at risk of exclusion.

## 7. BULLYING

St Stephen's School treats all allegations of bullying seriously. We actively encourage pupils to speak to staff about bullying and clearly communicate (via talking to play buddies or talking to trusted adults) that it is: 'OK to Tell'. We also have a "whisper button" on the school website, where children can make an anonymous allegation or raise concern for their safety.

Bullying on the whole, is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can also be behaviour that threatens violence or exclusion as a 'one off' event or is discriminatory.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, physical appearance or because a child is adopted or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

### Children

Children who are the victims of bullying or who witness bullying should report it to staff either directly (talking to a teacher or working adult in school) or indirectly (writing in the listening box or talking to parents).

### Staff

The class teacher should be the person to whom concerns of bullying are raised. All bullying will be recorded on Cpoms and will be monitored. Children will be spoken to in the first instance, matters investigated and restorative justice techniques used to resolve concerns. Repeated incidences of bullying will be reported to SLT and parents notified by SLT that the child has not responded to the strategies applied by the teacher and a further incident of bullying will result in a fixed term exclusion.

### Parents

Parents will report bullying to staff in school and this will be reported to SLT if investigation results in the matter being regarded as serious. Bullying allegations will be investigated and may be monitored before reporting to SLT if concerns are low level, but still considered to be necessary of monitoring.

### Response to an allegation of bullying behaviour

- Following an allegation an investigation will be conducted as soon as possible by the teacher. The teacher will discuss the matter with the child and seek to resolve the issue for the victim using restorative justice techniques.
- Staff will monitor bullying by keeping a record of behaviours observed, language used etc. through CPOMs.
- The victim will be interviewed by class teacher or an adult working in school with regular contact with the child. A support package will be created for pupils until the situation is resolved. This may include alternative arrangements for play time/home time, closer observation of behaviours at key times in the day

i.e. on the playground/hometime/cloakrooms, telling the child to speak to an adult who can investigate the matter, speaking to the bully to warn of future actions should behaviours continue

- Incidents of bullying are reported to parents/carers.
- It will be agreed with the victim who they can refer future incidences to
- Appropriate sanctions and/or behaviour modification programmes will be implemented for the perpetrator.
- The situation will be monitored over an agreed period by staff in consultation with the SLT to ensure bullying is resolved.
- Referral to the school Senco will take place if monitoring shows that bullying is still taking place. The Senco will advise of an intervention strategy and will advise SLT if they feel that further sanctions, such as exclusion, should be applied.

#### Response to a parental complaint

- The Headteacher/Deputy Headteacher/Senior Leader will discuss the matter with a parent/carer.
- All complaints will be dealt with using the school's complaints procedures.

#### Conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

The teacher may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for 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 Headteacher will speak with parents, and report incidents to the police which are deemed to be anti-social in nature. During restrictions, pupils should not be meeting in groups and this will be reported to parents/carers and police.

#### School Support

The school's Learning Mentor works with staff to partner with outside agencies to help families who have concerns managing the behaviour of their child(ren). The senco assists the headteacher in liaising with LCC SEND specialists, E.P. and or the outreach team at Golden Hill's short stay unit, to support individual pupils with social and emotional difficulties.

The Headteacher will always consult the local authority's exclusion service where a child's behaviour is resulting in increasing concern and may warrant a temporary or possibly lead to a permanent exclusion. Prior to a permanent exclusion, the school will seek the advices from other professionals (Specialist teacher or Educational Psychologist).

Multi-agency meetings and TAF meetings will be called for an individual child whose behaviour warrants the creation of a CAF and liaison with outside agencies. This may be part of the process of assessment of a pupil with social and emotional needs or ensuring that agencies work to support the child and family whose needs are affecting the learning of the individual child or other pupils in school.

The school will consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy will be effected and safeguarding advice sought.

#### Exclusion:

The Headteacher will decide whether to exclude a pupil, for a fixed term (suspension) or permanently, in line with this policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community and the safety of pupils and staff.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

In some cases, a school may use a partner school to host a child who presents with a need for education away from their current school. The Local Authority's exclusion team and specialist teachers will be consulted on these occasions to help support if it is deemed that this is in the school's interests for a fixed period. In all cases, schools who work collaboratively to support children in making the best choices, will review this as a strategy with parents/carers and this gives the child time to consider their behaviour ahead of re-integration back into school.

#### Consultation, Monitoring and Evaluation

All governors, teaching and non-teaching staff, pupils and parents will be consulted annually on the Behaviour and Anti-bullying Policy and Procedures.

This will be done through meetings, school council, via parent newsletter/school website.

The policy will be reviewed and updated each year during the autumn term or at a time where circumstances require an immediate review.

The governing body shall require the Headteacher to provide data on behaviour and bullying in the school at each full Governors meeting. The data shall include: numbers of incidents and report on trends over time or interventions to reduce negative behaviours/exclusions.

#### Legal provisions

The Equality Act 2010 requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

#### Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item. St. Stephen's school will return confiscated items to parents unless it is considered that the item could be used as a weapon and should be in the hands of the police
2. Power to search without consent for 'prohibited items' including:
  - a. Knives and weapons
  - b. Alcohol
  - c. Illegal drugs
  - d. Stolen items
  - e. Tobacco and cigarette papers
  - f. Pornographic images
  - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is the member of staff will return the item to a parent.

### Power to Use Reasonable Force

We do not expect staff to be required to use "reasonable force". Physical intervention with pupils will only take place with pupils where it is deemed that behaviour is so extreme that significant harm will be caused to a person without that physical intervention and it is a matter of life or death. Staff must always be mindful of their own safety and assess the situation quickly and with the notion to avoid physical intervention if at all possible. However, staff may determine that they have no choice but to use reasonable force to prevent serious injury. If reasonable force is used, the staff member concerned will receive immediate support from SLT. The incident will be recorded and the member of staff will receive emotional and physical support. Sally Haughton, Kasia Kazmierska and Frankie Greenhalgh are trained to use team teach. They should be consulted should any child need to be moved to an area safely.

There is no legal requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.

Any policy on the use of reasonable force should acknowledge the legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN).

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

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force if the intention is to protect pupils and staff and has been evaluated to have been reasonable in the circumstances.

Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

The school's care, guidance and control policy sets out the principles and measures used within school to use reasonable force where it is necessary.

#### 1 What is reasonable force?

1) The term 'reasonable force' covers the broad range of actions used by most teachers that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety gently with a hand on the back through to more extreme circumstances such as pulling children apart when breaking up a fight or where a pupil needs to be restrained to prevent violence or extreme injury.

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

4) Schools generally use force to control pupils and to restrain them.

- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in extreme circumstances, where physical intervention is required to prevent potential serious injury.

5) 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 if they are intervening to prevent more extreme injury to a child.

2 Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.
- 3) When can reasonable force be used?
  - 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
  - 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
  - 3) 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.
  - 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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

**Our advice to staff is that reasonable force is only used where a risk of severe harm is anticipated. Other methods to control the situation will be used such as removing the rest of the group from the classroom or making the environment safe until the child is collected by a parent/carer from school.**

### Roles and Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year and updates as necessary.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and

other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

We require parents to sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements such as education at home according to Local Authority approvals.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly.

Parents must take responsibility for their child, if suspended, 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.

Parents are expected to support reintegration of children. Such meetings should take place on the morning of a child returning to school.

### Complaints Procedure

The school has a complaints procedure which is based on guidance from the local authority. In essence:

- 1) All complaints about the use of discipline or physical force should be thoroughly, speedily and appropriately investigated.
- 2) 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.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

**This policy has been reviewed by staff in September 2023 and presented to governors at the autumn term meeting 2023.**

**Signed:**

H Wright

Headteacher

Date:

J Ward

Chair of Governors

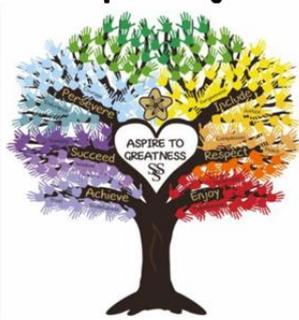
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Next review date: Sept 2024

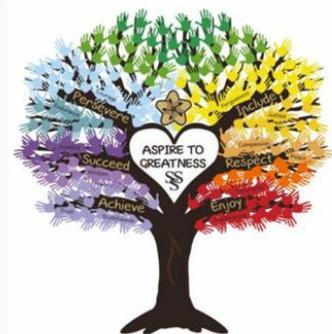
Be Ready!



Be  
Respectful!



Be Safe!

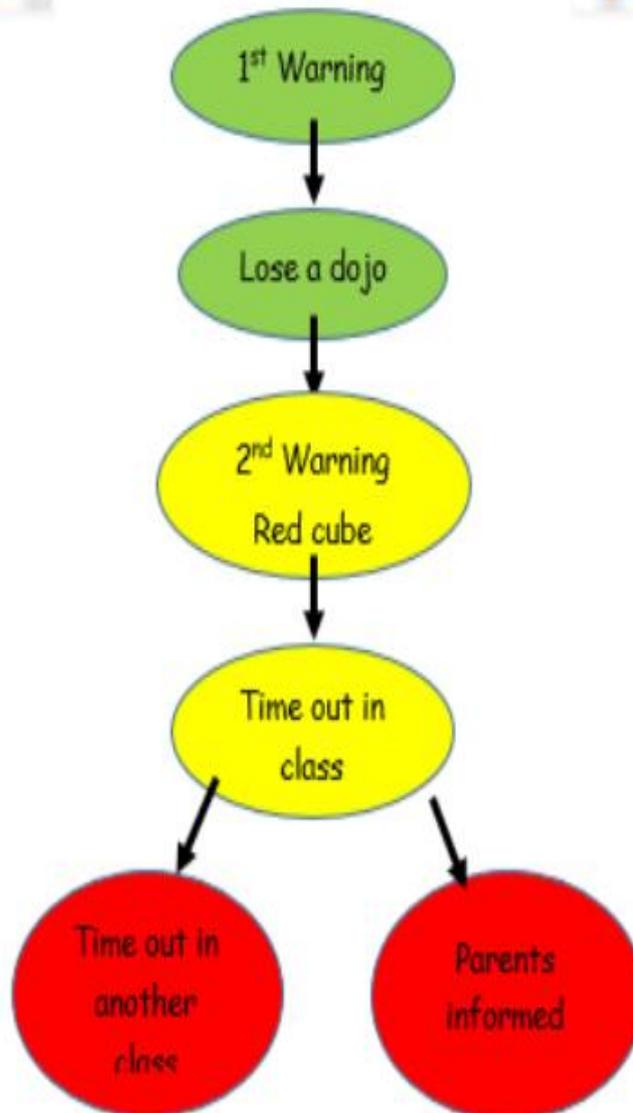


Appendix A

Behaviour Flow Chart

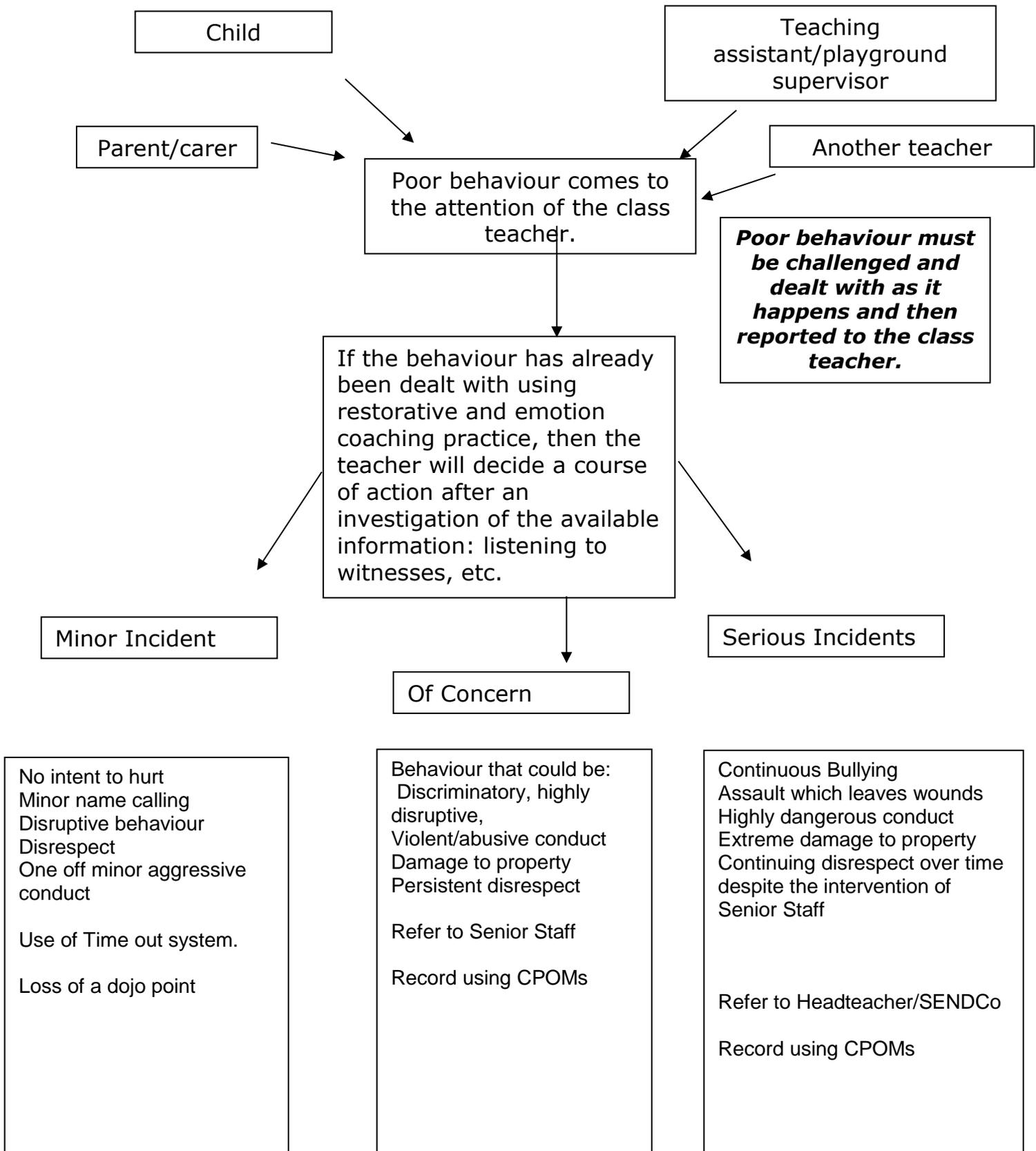


What happens if I make  
the wrong choice?



Appendix B

**Behaviour Flow Chart**



## Appendix C

### **Restorative practice:** questions (not justice)

1. What happened?
2. What were you thinking at the time?
3. How did you feel at the time?
4. What have your thoughts been since?
5. How do you feel now about what's happened?
6. Who's been affected by what happened and how?
7. What needs to happen to make things right?
8. What do you need in order to be able to move forward?

### **Emotion Coaching Process**

