



**ECCLESTON**  
**PRIMARY SCHOOL**  
incorporating  
**Beechbuds Pre-School**

## Behaviour Policy

*Inspiring independent learners to thrive in a changing world*

## **Introduction**

This is a statement of the aims, principles and strategies for prompting positive behaviour at Eccleston Primary School. This policy is to be supported and followed by the whole school community-children, parents, teachers, governors and the wider community-based on a sense of community and shared values, which is effective and supports the school's ethos. We create a calm, secure and happy working environment for all in which everyone is valued and encouraged to develop confidence and self-discipline.

## **Purpose**

This policy outlines school systems for behaviour. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our challenge centres on universal high expectations for every child and each child being accepted as a unique individual. We are a caring community, whose values are built on mutual trust and respect for all.

## **Aims of the school**

- To provide a secure and happy environment in which effective learning can take place.
- To develop the potential of each child – academically, socially, physically, creatively, and emotionally.
- To promote a caring community in which the children and staff have a sense of their own worth.
- To promote sensitivity, tolerance and understanding of others.
- To promote self-discipline and self-esteem.
- To provide each child with a course of study appropriate to his/her age and ability with the focus on Literacy and Numeracy, and an emphasis placed on technology for the 21<sup>st</sup> century.

## **Aims and expectations of the Behaviour Policy**

### **Consistency**

All staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school day and the children know the rewards and consequences that are in place. All children are treated fairly. We are inclusive, some children however with Special Educational Needs may require specific behavioural strategies and consequences.

- The primary aim of the behaviour policy is as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- The school behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in an effective, considerate and supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- At Eccleston Primary School we encourage respect for other people and their property, self-discipline, fairness and honesty. We believe children should have the right to learn and teachers the right to teach without any unnecessary interruption.
- The school has a number of school rules for individual classes, which are age appropriate, but which always come under the overarching Code of Conduct. These

sets of rules are written with the children and displayed in the classroom. The class teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and fairness, whilst developing good relationships. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- We treat all children fairly and apply this behaviour policy in a consistent way.

### **Code of Conduct / School Rules**

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

- All members of the school community should respect one another.
- All children should respect their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Eccleston Primary School expects children to be well-behaved, well-mannered and attentive.
- Children should walk (not run) within the school, using their indoor quiet voice.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language should never be used.
- Bullying, in all its forms, will not be tolerated (see Anti-bullying Policy).
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Children should not bring sharp or dangerous instruments to school.
- Pupils are given a choice and asked to consider their actions before making negative decisions.
- Where appropriate pupils are given strategies or areas within school to 'calm down' and reflect before making an inappropriate decision
- Children may not have mobile phones in their possession in school. On any occasion when it is considered by a parent that the child needs a phone for after the school day, they should be given to the school office for safekeeping.

### **Behaviour for Learning**

The real difference between Behaviour for Learning and discipline is that Behaviour for Learning is not just about children behaving well but about being encouraged to listen, speak, and participate; not just good orderly behaviour but also good learning behaviour. Teachers have a shared dialogue to promote excellent behaviour for learning with our school values integral to this:

- Relationships
- Resourceful
- Resilience

- Fairness
- Kindness

## **Rewards and consequences**

### **Rewards**

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children on achievements and success both inside and outside of school.
- Children are asked to present examples of good work to the Headteacher.
- Each week we nominate children from each class as our Star of the Week. This is for consistent good work or behaviour, or to acknowledge outstanding effort. These children receive certificates in the weekly Celebration Assembly. These children are also rewarded with a hot chocolate during assembly and 'the best seats in the house' to watch assembly.
- Teacher's award 'smiles' to the class where all children in one class are displaying acceptable 'normal' behaviour. We are not expecting anything exceptional for 'smiles' to be awarded. Ten 'smiles' are rewarded by ten minutes Golden Time - as decided by each individual class.
- Green cards are given for; demonstrating kindness towards others, using exceptional manners, working hard and for being spotted for doing something outstanding. These are sent home to be shared with parents / carers.
- Team points are given individually to children for a range of things and added to their team pot. These are counted up weekly and as a team the children are working towards achieving a goal. Once teams reach 50 points, they will be rewarded with a 'treat' that is decided by the school council. This might consist of different activities, and may include; outdoor play with games, cinema afternoon etc. This will be a time for the whole team to come together and be celebrated.
- The school acknowledges all the efforts and achievements of children, both in and out of school, for example, music or swimming certificates and these are celebrated in class.
- Postcards are sent home to a child from each class, each half term. These children have been selected by their class teacher and will get this surprise post – card specially delivered to them personally at their home address.
- The Headteacher will also select one child per class each week to receive a personalised positive phone call home from them to their parents/carer to share their child's positive behaviour.

### **Consequences**

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie. Each case is treated individually. Children are generally reminded that they are responsible for their own behaviour and that breaking rules has consequences.

Most behaviour difficulties are dealt with by the class teacher. The teacher's aim will be to settle the child back to work in a firm but caring manner.

The school employs several consequences to enforce the school rules, and to ensure a safe and positive learning environment. A system of Yellow, Orange and Red Cards, and a clear progression of consequences is followed. The children are very clear about this cumulative progression and understand the consequences of their behaviour.

It should also be made very clear that it is the behaviour that is unacceptable, and any consequence should address this, not be made personal to the child.

1. Verbal warning, with the child given clear direction about which behaviour is unacceptable.
2. If behaviour continues, the child's name is written on the Yellow Card in the classroom. On some occasions, teacher may ask a child to move places to deter this behaviour.
3. If the behaviour persists, the child's name is written onto the Orange Card. This results in the child's parents / carers being informed by an Orange Card being placed in the child's bag, alerting the parent / carer to the nature of the behaviour. This is to be signed and returned to the class teacher.
4. For more serious examples of behaviour, a child will have their name written immediately onto the Red Card. This will result in a red behaviour letter being sent home to be signed by the parent, explaining the nature of the behaviour and parents would also receive a phone call home by the child's class teacher. Children will miss 5 minutes of their next break regardless of whether the sheet has been signed and returned or not. The following break, pupils should report to the class teacher who is on playground duty. The pupil will wait with the class teacher for five minutes.

The following are examples of what may constitute a red card:
- Swearing (both using hand gestures and verbal)
- Verbal abuse/inappropriate language
- Any act of violence
- Threatened violence
- Any rough play (which is not tolerated) which results in injury
- Defiance or refusal
- Exposing parts of the body
- Touching someone else inappropriately

Any red cards given by welfare staff should be completed and given to the class teacher of the child, the teacher will use their professional judgement and further knowledge of the child/the child's circumstances, to determine whether the red card will be issued. Then a phone call home should be made by the staff member linked to the class. Where possible, in breakfast and after school club the class teacher/SLT's advice should be sought. SLT will always be contactable by phone between 7.45am and 6pm.

The Headteacher / Deputy Headteacher monitors children on a regular basis by checking the behaviour logs kept on CPOMS.

There may be occasions when the behaviour of a child is too disruptive or serious enough to warrant a departure from this progression of consequences. This procedure may involve

- An oral warning by the Headteacher or Deputy Headteacher concerning future conduct.

- Withdrawal from the classroom for the rest of the day or a decided period.
- A letter to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further consequences, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented.
- Permanent exclusion.

Parents have the right of appeal to the Governing Body against any decision to exclude their child. NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

Some children may have specific difficulties which warrant separate system of rewards and consequences relevant to their individual needs (Individual Behaviour Plan). There are systems in place to support the children and their families where behaviour is consistently disruptive and the range of rewards and consequences are not effective. These may include multi agency working e.g. SEN/Inclusion, Children and Family Well-Being Service, Educational Psychologist, Pupil referral units and/or alternative provision.

### Consequence steps

Steps	Actions
1) Reminder	Gentle encouragement, a 'nudge' in the right direction.
2) Warning	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
3) Yellow Card	A yellow card is issued to a child when they carry on repeating the unwanted previous behaviour. Child's initials are placed on the yellow card.
4) Orange Card	An orange card is given when the child receives two yellow cards in the same day. An orange card will be given to the child for them to take home to their parents / carers. Class teacher will make a CPOM log to inform that an orange card has been given and the reason for this. This will be monitored by Headteacher / Deputy Headteacher.
5) Red Card	For more serious examples of behaviour, a child will have their name written immediately onto the Red Card. This will result in a red behaviour letter being sent home to be signed by the parent, explaining the nature of the behaviour and parents would also receive a phone call home by the child's class teacher. Children will miss 5 minutes of their next break regardless of whether the

	sheet has been signed and returned or not. This will be logged onto CPOMS and be monitored regularly by the Headteacher / Deputy Headteacher.
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### **Inclusion**

This policy is written in respect of all our children. The school recognises that, at times, some children may have emotional/behavioural difficulties and that further support could be needed to enable inclusion and also to maintain our high expectations of behaviour. These strategies may be different to those used with other children and will depend on the needs and age of the child. These will include: access to the school nurse, nurture group sessions, referrals to outside agencies for specialist advice and support, team building, our SENCO and Family Learning Mentor Drop-Ins, Educational Psychologist referral, Behaviour Support Plans, regular meetings with parents, referral to the Neurodevelopmental Pathway, specific circle time sessions or social communication groups/self-esteem groups.

The Equality Act 2010 requires that a school must not discriminate against any pupil and as such has a duty to consider reasonable adjustments for students with identified needs that may pose a barrier or difficulty when following the requirements of the school policy.

Guidance for schools can be found in the Lancashire Behaviour Toolkit.

[http://www.lancsngfl.ac.uk/projects/behaviourattend-new/index.php?category\\_id=18](http://www.lancsngfl.ac.uk/projects/behaviourattend-new/index.php?category_id=18)

Also, the Lancashire Local Offer for SEND.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

### **Fixed-term and permanent exclusions**

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspension and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments. Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents

that they can, if they wish, make representation to the Governing Body. The Headteacher informs the parents who to contact should they wish to.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so). The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider 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.

The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including (in the case of the governing board of relevant settings<sup>8</sup>) using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

### **CPOMS**

All communication regarding behaviour is logged on CPOMS. This includes, when a child receives an orange or red card. This is then able to be monitored by the Head teacher or Deputy Headteacher.

'CPOMS is the market leading software application for monitoring child protection, safeguarding and a wide range of pastoral and welfare issues. Working alongside our schools existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational need, domestic issues and much more. Using CPOMS, schools can ensure that pupils are safe and fully supported whilst school staff can focus on teaching and learning and providing the necessary support'.



### **Serious Incident Logs**

Serious incidents are logged onto CPOMS. Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding. These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest. Any behaviour which results in Exclusion must always be recorded.

### **The role of school staff**

It is the responsibility of the class teacher to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. It is sometimes necessary for staff to intervene where incidents involve children from other classes. We believe that incidents should be dealt with immediately.

The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. They should ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The staff treat each child fairly and enforces the code of conduct consistently. The staff treat all children in their class with respect and understanding. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically. Staff only use reasonable force to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or another child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole– school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. If misbehaviour is persistent, the staff seeks help and advice from the Headteacher, as necessary, to support and guide the progress of each child.

As part of staff induction at Ecclestone, the behaviour policy is shared and discussed with SLT. For existing members of staff, CPD is provided should this be identified as an area for development or requested by the staff member.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

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. School governors and the Local Authority will be informed.

### **The role of school**

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

### **The role of parents and carers**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school. We firstly monitor and then inform parents if we have concerns about their child's welfare or behaviour.

Parents have a clear role in making sure their child is well behaved at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

If the school has to use reasonable consequences to discipline a child, parents should support the actions of the school.

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. If they do not, the school or local authority, may issue a penalty consequence of £90 (rising to £120). Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Bullying**

Bullying is deliberate hurtful behaviour that is repeated over a period of time that intentionally hurts another individual or groups either physically or emotionally. This can be name calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. It is one of the things that prevent young people

from being healthy, feeling safe, enjoying and achieving, making a positive contribution and achieving economic well-being. We believe that Eccleston Primary School is a community where everyone feels safe, secure and valued. This is promoted through our values curriculum. Bullying of any sort prevents this from happening and will not be tolerated. We pride ourselves on being totally committed to inclusion and consider ourselves a fully inclusive school, therefore we will not tolerate any bullying behaviour towards pupils with disabilities or racist, religious, gender, sexual or homophobic bullying. This fits in with our Single Equality policy and our extensive work in this area. We openly discuss differences between people and family situations in class and through assemblies.

### **Child-on-Child abuse including sexualised abuse**

**Child-on-Child abuse** is defined as abuse between children under 18 years of age.

Eccleston Primary School has a **zero-tolerance approach to abuse**, including child-on-child abuse.

Eccleston Primary School will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](https://www.proceduresonline.com)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. If staff believe there may be an underlying need for behaviour, they should speak to the SENDCO in the first instance.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL / SLT.

The school's procedures for managing allegations of child-on-child abuse are outlined below. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy.

Eccleston Primary School and the Headteacher (Designated Safeguard Lead) will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

**Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.

### **Cyberbullying**

'Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.' (DCSF 2007).

Cyberbullying is a 'sub-set' of bullying, i.e. it is a method (a way) of bullying. Cyberbullying can be dealt with in school as all other forms of bullying are, but there are a few specific considerations that need to be addressed concerning it:

- Some cyberbullying is deliberate and aggressive.
- Some incidents are unintentional with the sender not realising or understanding the consequences of their actions (immediate or long-term), due to uses in technology.
- The sender does not see the impact of the message on the receiver.
- In cyberbullying 'bystanders' more easily become perpetrators – by the passing on of messages/images or contributing to online polls.

We ensure a "zero tolerance" approach towards bullying, ensuring bullying behaviour is unacceptable and always challenged. Accurate reports of bullying are recorded and taken seriously. Pupils will be listened to, will know that it is good to tell, who to tell and how to tell. A clear and swift response is provided to any report of bullying behaviour. Parents will be informed of any incident listened to and will be kept informed of how their concerns are being dealt with. We believe in direct action, immediate intervention and constant reinforcing to pupils. The Head teacher reports incidents of bullying to governors and also looks at trends or patterns from all serious behaviour incidents including bullying.

### **Reasonable Force**

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 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 pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them.
- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- 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.

### **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 judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
- Schools can use reasonable force to: remove disruptive 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.

### **Confiscations**

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.
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.
  - i. Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise, it is for the Headteacher to decide if and when to return an item, or whether to dispose of it.

### **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.' Where it has been witnessed by a staff member or reported to the school.

School may discipline for any misbehaviour when the pupil is;

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school or where a pupil's behaviour;
- 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

Appropriate consequences would be determined by the individual circumstances and school will always make contact with parents to discuss the matter.

### **EYFS**

Children in Reception follow the whole school Behaviour Policy.

Saplings and Seedlings have small modifications to the policy to ensure the consequences and vocabulary are age appropriate.

Within EYFS, children are constantly receiving positive verbal praise for their achievements, good behaviour and attitudes within the setting. Staff always ensure the children know when they are proud of a child and their behaviour. Children receive the same green cards as school to reward such behaviours.

- Good Manners
- You Shone Today
- Working Hard
- Kindness To Others

These green card certificates go home for the parents to share in the joy and pride of their child's achievements.

On a Friday, one child is awarded with a Star of the Week certificate in class, which also goes home. The star of the week is awarded to a child who has demonstrated outstanding achievements, whether it be academically or socially.

If a child is demonstrating behaviours that need to be addressed, then staff will begin the sanction procedure. Such behaviours may include:

- Hurting others (physical)
- Being unsafe (physical)
- Not listening (defiance or refusal)
- Being repeatedly unkind (verbal)
- Swearing (by gesture and hand)

First the child will be spoken to about the behaviour and why it is not the type of behaviour that we would like to have in class. This conversation would use appropriate language, with the adult talking to the child at their eye level. If the behaviour was to continue then the child

would be issued with a verbal warning. The child would then be spoken to again and would be told that if the behaviour was to continue then they would next receive some 'Time out'. Time out is when a child is removed from where the behaviours are taking place and asked to sit on the carpet or chair. When placed in time out, the child will be spoken to by staff about the behaviours that have led to the time out. The child will then be asked to sit and think about the behaviours and calm down if needed. Time out will be for a maximum of three minutes.

Parents will be notified that their child has received time out, either by a conversation at the end of the session or via a phone call home, if the child is going to after school club. The behaviour will also be logged onto CPOMS, identifying 'behaviour' or 'communication' as the type of incident.

### **Complaints**

If the school has to use reasonable consequences to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented following the complaints procedure.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour on CPOMS. The Headteacher / Deputy Headteacher will monitor this regularly.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The staff will review the behaviour system annually, or if at any time it is considered that improvements can be made.

The governing body reviews this policy annually. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved, and in response to feedback from parents.

This policy does operate in isolation but links closely to:

- Anti-Bullying
- Attendance
- Complaints
- Home/School Agreement
- Safeguarding
- SEN Policy



**Review of the Behaviour Policy**  
Reviewed: November 2023  
Next Review Date: November 2024s