

 **COMMUNITY PRIMARY SCHOOL**

**POLICY**

**for**

**POSITIVE BEHAVIOUR MANAGEMENT**

**Reviewed Autumn 2012 and adopted at Governors’ meeting Spring 2013**

**OUR VISION**

 Spring Hill is a welcoming, inclusive school, where everyone is valued in a safe, caring, happy and healthy environment.

Our school is a place of excellence, where learners thrive and succeed within a positive ‘can-do’ culture.

We empower learners with the confidence to be independent and instil in them ambition and a life-long love of learning.

As a learning hub of our diverse community, we welcome all members on our learning journey.

We are committed to equipping our children with the knowledge and skills to enable them to contribute as positive and successful citizens in the local, national, and global community.

Collectively, we firmly believe that: respect, honesty, loyalty, equality, fairness, hard-work, perseverance, commitment, co-operation and professionalism should be lived out by each and every member of our school community.

A truly shared vision that has been developed with pupils, staff, parents, governors and the community to benefit not only those of us that are directly associated with the school but to the benefit wider community.

    

## POSITIVE BEHAVIOUR MANAGEMENT

## A WHOLE SCHOOL APPROACH

###### **INTRODUCTION**

**Background**

During 2011, DfE published a number of documents to guide schools on aspects of behaviour, the latest versions of which can be found at www.education.gov.uk/schools/pupilsupport/behaviour

These include:

Ensuring good behaviour in school;

* Guidance for Head Teachers and school staff on behaviour and discipline;
* Guidance for Governing Bodies on behaviour and discipline:
* Use of Reasonable Force;
* Screening, Searching and Confiscation;
* Preventing and Tackling Bullying;
* Statutory Guidance and Regulations on Exclusion;
* Dealing with Allegations of Abuse against teachers and other staff.

***The Governing Body has set general principles that inform the behaviour policy in consultation with the Head Teacher, school staff, parents. The Head Teacher has set out the standard of behaviour expected of pupils at the school.***

AT SPRING HILL we have always been proud of the high standards of behaviour amongst the pupils. It is an aspect of school life which has come in for much praise from many different sources. In order to maintain this, consistency is vital.

We expect children to show respect for themselves and others. This is best achieved when children are afforded respect by those around them. Role modelling appropriate behaviour is the best tool in promoting it.

Given the increasing pressure for academic achievement it is recognised as essential that children and teachers are able to use time in class beneficially. High academic standards depend on high quality teaching and learning. This in turn is dependent on pupils being able to maximise time in class engaged in quality learning with staff spending a minimal amount of time on managing behaviour.

To this end the principles of this policy are that expectations are established and pupils who meet these are rewarded. Children are encouraged and praised for displaying acceptable behaviours.

Parents are encouraged to be involved in the implementation of the policy, by being informed of the practice in school, through the home school agreement and regular meetings and updates

The policy was initially developed in consultation with **all** staff, and has been adapted over time and in further consultation with members of staff, governors, parents and pupils.

# POSITIVE BEHAVIOUR MANAGEMENT - IN CONTEXT

Behaviour policies underlie the rules, and affect the whole conduct of the school. They ensure that a whole range of important processes are consistent with one another. In particular they establish the reason for rules. It may be clear to staff why particular rules are necessary, however it is not always clear to pupils and parents. Rational authority depends on understanding. Any rule for which no rational explanation can be provided is suspect.

Generally if children have consistency, regular systems and known expectations, and those working within the systems maintain the expectations children will respond appropriately. However there are those children who (for any one or more of a range of circumstances) still find difficulties.

Positive behaviour management necessitates a skilled approach from experienced and committed staff at all levels within the school. **The pupil exhibiting the most difficult behaviour requires the highest level of expertise.**

The development and maintenance of a positive work ethos encompassing rewards and incentives is beneficial to both staff and pupils alike. **Emphasis and interest should be directed toward the encouragement and reinforcement of appropriate behaviour at every opportunity.**

 Unrealistic or inconsistent expectations of behaviour will give rise to problems particularly if insensitive methods of control are employed.

Positive behaviour management is an integral part of the school curriculum. Part of our task is to teach the children appropriate and relevant social skills thus allowing them to participate fully in the life of the home, school and community.

A good effective behaviour management system is necessary to:

* Ensure the safety and well-being of that pupil, other pupils, staff and the general public
* Support good learning
* Protect the school environment
* Protect the pupil and other pupils from injury
* Divert pupils from inappropriate behaviour to appropriate behaviours in order to allow social and educational learning to take place.
* Teach pupils self-control and subsequently to take responsibility for themselves and be accountable for their actions
* Teach pupils that actions and choices have consequences
* Allow pupils to develop and demonstrate positive social abilities and attitudes.

This policy is implemented in conjunction with the school's health & safety policy, safeguarding policy, attendance policy, learning & teaching policy, home-school agreement, single equalities policy and anti-bullying policy.

NON-NEGOTIABLES established by staff outline a consistent way of working throughout the school.

**In this policy the term ‘must’ is used when the person in question is legally required to do something and ‘should’ when advice is being offered.**

**EXPECTATIONS OF PUPILS**

**As a school we have established the following as expectations of children.**

**To respect and care for themselves, and for others.**

**To respect their belongings and those of other people.**

**To work to the best of their ability**

**To show good manners**

**To tell the truth**

**To listen to and respect the opinion of others**

**To be friendly to others and work and play co-operatively**

**To do their best to ensure the safety of themselves and others at all times**

**To reject bullying cheating and dishonesty**

**To learn to understand that their actions have consequences and learn to accept the consequences of their actions.**

**We have one DO NOT rule**

**DO NOT do anything which will harm yourself, other people or the school.**

Our motto of CARE CONSIDERATION CO-OPERATION AND ACCOMPLISHMENT embodies the expectations and these are borne out in our Home School Agreement below

# HOME SCHOOL AGREEMENT

Home school agreement signed by: Parent, Pupi, Head Teacher and Class teacher.

## As staff at Spring Hill, We will help your child to do their best by:

Providing the highest possible standard of education for your child through a safe and balanced curriculum, with opportunities to develop interests outside the curriculum.

Encouraging, praising, and rewarding your child for meeting expectations and for behaviour which shows respect and does not cause harm to him / herself, others or the school.

Rewarding good attendance and punctuality.

Using newsletters and notices to keep you informed about school activities and the topics your child will be learning about.

Providing a safe secure environment in which your child is happy as he / she learns and develops.

Contacting you if we have any concerns.

## As parent(s) of a child at Spring Hill I / we can:

Work with the school to help my child make as much progress as possible and value his / her achievements.

Ensure that my child attends school every day, on time, clean, tidy, and appropriately dressed in school uniform with sensibly styled hair, nourished and having had enough sleep.

Encourage my child to have a positive attitude towards school and learning and behave well.

Actively support the school in its work to educate my child, including the support for educational visits for my child.

Attend school events, workshops and parents’ evenings to discuss my child’s progress.

Encourage my child uphold the school values and show respect for him / herself, for others and the school.

Make the school aware of anything that might affect my child’s work or behaviour.

Contact you if we have any concerns.

## As a Spring Hill pupil I can:

Come to school every day and on time.

Achieve. Listen. Share ideas. Keep safe. Be honest. Be kind. Respect others.

# REWARDS AND SANCTIONS - GENERAL

At Spring Hill it has always been our policy to encourage the positive approach rather than adopt a negative one. The system should contain 95% rewards and 5% sanctions. Encouragement, incentives, praise and even inducements form the main part of our system. **Almost all the children will react positively to praise and there is without question something worthy of praise in every child.**

### REWARDS

Staff should actively look for new ways or opportunities to praise and give encouragement and provide incentives for good behaviour.

All staff should guarantee success and recognition for some aspect of work or behaviour for EVERY child in the class. It is possible to engineer situations which will provide an opportunity for praise. This is one of the most fundamental principles for teaching children who have special needs.

Examples of positive reinforcement:

* Quiet genuine words of encouragement or congratulation. Most children qualify for this each day
* Comments of praise written or spoken about a child’s work.
* Sending children to other members of staff to substantiate praise including the Head and Deputy.
* Friday Awards assembly to celebrate achievements including work, attitude, behaviour, manners etc.
* Star Worker of the week.
* Text messages to parents.
* Always Awards, playground behaviour awards, improving behaviour newsflashes.
* Golden Time & Golden Tickets.
* Team points. Never remove team points previously achieved.
* Punctuality and attendance trophy. Attendance certificates.
* Leavers awards.
* Coffee morning.
* Positive interaction with parents to highlight improvements.

### SANCTIONS

The school implements a system of sanctions should it be necessary, but in the main, unacceptable behaviour is invariably curtailed by the use of mild forms of reprimand and no further action is needed.

However when sanctions are necessary staff make them appropriate, consistent and just, and apply them in a graded manner in line with the school’s agreed framework.

At present there are two types of sanctions to deal with two different areas of unacceptable behaviour:

1. a strategy to deal with disruptive pupils in the classroom and
2. a strategy to deal with pupils exhibiting unacceptable behaviour outside on the playgrounds.

GENERAL PRINCIPLES

Sarcasm and / or humiliation are not acceptable forms of reprimand.

Pupils will in the majority of cases, be removed from their peers before being reprimanded to avoid there being an ‘audience’ and so that they are not publicly humiliated.

Reasoning is preferable to shouting, which should be limited so as to have the maximum effect when it is absolutely essential.

Children should be close to the member of staff and not be reprimanded at a distance.

Children respond well to adults being disappointed because the adult had not ‘expected’ the misdemeanour.

# PROACTIVE AND PLANNED BEHAVIOUR MANAGEMENT IN THE CLASSROOM

# CLASSROOM EXPECTATIONS

# It is expected that the pupils will conduct themselves in a way which promotes their own learning, allows the teacher to teach the planned lesson and allows other pupils to be able to work in a positive learning environment.

* Positive class rules will be agreed by the class and the staff working in the class and then displayed.
* PSHE and SEAL materials are used extensively to teach and reinforce the principles of good behaviour, and socially acceptable conduct. -

CARE CONSIDERATION CO-OPERATION ACCOMPLISHMENT

Beginnings And Ends Of Sessions

* Children are to go directly to their own desk or carpet (if directed) at the beginning of the session and should become accustomed to being occupied prior to lessons in preparation for the learning ahead. (Reading, work provided or board activities)
* Children and teachers greet each other as a welcome and to mark the start of the day.
* Children should pack away when instructed by the teacher.
* With significant movement between groups throughout the day it is important the transitions are routinely prompt and swift.
* At the end of the morning or afternoon session all the children should be sat down awaiting instruction to be dismissed by the class teacher .
* Children are dismissed to get coats by the class teacher in an orderly manner.
* During this time children should be discouraged from engaging with the teacher so that the teacher has full attention on the dismissal process making it swift, orderly and efficient. REGIMENTATION is probably essential.
* The teacher or classroom assistant should stand by the door to be able to oversee the resource area and the classroom.

End of the day

* Children in Foundation Stage Key Stage 1 and Y3 sit on the carpet, UNTIL PARENTS COLLECT THEM
* Children in Key Stage 2 sit at tables until they are dismissed.
* It is courteous to say Good Afternoon at this point to mark the end of the day.
* Parents wishing to speak with the teacher should generally be asked to wait until other children have left

PUPIL COLLECTION

Foundation Stage pupils to be collected by named adult

Y1 Y2 to be collected by an adult or Y5/Y6 pupil

Y3 to be collected by adult or Y5/Y6 pupil

Y4 to be collected by adult or Y5/Y6 pupil or with permission from parent to go home alone.

Y5Y6 may go home unaccompanied unless parents instruct otherwise

CHILDREN ATTENDING AFTER SCHOOL CLUBS SHOULD GO AFTER THE CLASS ARE DISMISSED.

#### CLASSROOM REWARDS

* Each class operates a system of team points.
* Children are aware of how they can earn these points.
* This is managed by the class teacher.
* In Key stage 2 the team with most points at the end of each week in each class is awarded 4 power points, then 3 power points 2 power points and 1 power point
* These are added to the totaliser in the hall at Friday assembly.
* In Key Stage 1 and Foundation stage the team with the most points is awarded a star to colour cut out an add to the totaliser in the hall on Friday assembly
* Certificates are awarded weekly in Friday assembly.
* If a class has achieved something special together, they have a "class red badge" for the whole class.

# CLASSROOM SANCTIONS

***Teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them.***

***The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher;***

***It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.***

***A punishment must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.***

***Corporal punishment is illegal in all circumstances.***

KEY STAGE 1.

Incidences of poor and disruptive behaviour are rare in this age group.

A traffic lights system to modify low level misbehaviour is employed. (see appendix)

More serious misbehaviour must be dealt with by the class teacher and involve parents when appropriate.

Continuing poor and disruptive behaviour may be brought to the attention of the Key Stage leader.

In extreme instances or when a short sharp shock may be required refer to the head

When a child has a particular difficulty meeting expectations the SENCO should be involved.

This may then lead to intervention from the Learning Mentor.

KEY STAGE 2

In conjunction with Golden Time – see appendix

Children should be reminded of the expectation

Secondly warned that they will lose 20 minutes Golden Time.

Finally 20 MINUTES Golden Time is lost. Subsequent loss is in ‘lots’ of 10 minutes.

Continuing poor and disruptive behaviour may be brought to the attention of the Key Stage leader.

In extreme instances or when a short sharp shock may be required refer to the Head Teacher

When a child has a particular difficulty meeting expectations the SENCO should be involved.

This may then lead to intervention from the Learning Mentor.

###### MANAGING MORE SERIOUS DISRUPTION/ABUSE IN CLASS

* Pupils who are disruptive or abusive, causing distress to staff and / or peers in class will be reported to the head/deputy by sending by sending the red card **which is kept near the whiteboard,** to the office. (A responsible pupil or member of support staff to deliver the red card)
* The Head/deputy will visit the class and remove the offending pupil without question.
* The pupil will work under the supervision of the Head/deputy for the remainder of the day.
* Pupils removed from class will not play out or eat with their peers during that day, but will be allowed short breaks after the routine times for the rest of the school. Other staff may be required to assist in covering lunchtime.
* The Head Teacher having addressed the reasons for the removal, will at the end of the day accompany the pupil to see the class teacher. The class teacher must accept that the incident has been dealt with appropriately.
* The pupil and is now given the opportunity to **apologise and make amends.** It is important that the class teacher accepts this as an honest and genuine intention.

**THE CLASS TEACHER OFFERS THE PUPIL A ‘FRESH START TOMORROW’.**

THE INCIDENT IS NOT REFERRED TO AGAIN TO THE PUPIL,

(UNLESS IN A MEETING WITH PARENTS)

* A standard letter will be sent home to parents informing them that their child has not been taught in class for that particular day and the reason for their removal from class. A copy of this letter will be kept in the serious incident file and in the pupils file as a record of the pupil’s indiscretion.
* 3 such letters in any 7 week (1/2 term) period will evoke exclusion proceedings.
* After the second letter the Head Teacher will contact parents to remind them of the consequences of a third.

**THERE ARE TWO MAIN REASONS FOR IMPLEMENTING THIS STRATEGY.**

* To remove the problematic pupil and reduce attention seeking behaviour, and to minimise the unacceptable behaviour witnessed by classmates.
* To allow staff to work positively with the vast majority of pupils in pleasant supportive surroundings.

CONTINUOUS DISRUPTIVE BEHAVIOUR

Where a pupil displays excessive, continuous or extreme disruptive behaviour, and strategies including work with the learning mentor are having no noticeable impact, progress through the SEND system will be accelerated and additional agencies involved. A CAF may be deemed appropriate to access multi agency input.

**EXCLUSION**

In conjunction with the LA guidelines on Exclusion

The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school’s behaviour 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.

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.

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).

# PROACTIVE AND PLANNED BEHAVIOUR MANAGEMENTIN THE PLAYGROUND

**PLAYGROUND EXPECTATIONS**

**Children are encouraged to play in a way which is considerate to others.**

**They are helped to understand this by the explanation that if play causes others to be hurt it is not playing.**

**Kicking, punching, bad language or rough play is not allowed.**

**If children are hurt by others by their words or actions they must report this to the staff on duty, not retaliate.**

**Children will line up sensibly when required.**

Class teachers will collect children from the playground and escort them to the classroom. If support staff are available it would be preferable if there is a member of staff to escort and one to receive at the classroom.

POSITIVE BEHAVIOUR MANAGEMENT ON THE PLAYGROUNDS

**Aim :**

To make a difference to the play and attitudes of children in the playground, by implementing a range of strategies to have an immediate and observable impact.

To be able to reduce the need for these strategies as the behaviour is modified and acceptable behaviour becomes the norm.

###### AVOIDING POOR BEHAVIOUR

* Teacher/ support/ welfare staff on duty to be in the playground before the children. Own class to be dismissed by other adult in class. If no support available take the class out.
* Clear guide lines on use of play areas.
* Huff and Puff equipment is distributed by Y6 monitors. Staff on duty teach traditional play ground games, starting them off with those children who have the potential to be difficult.
* Staff on duty **patrol,** praising good play and checking play which looks to be unacceptable.
* At lunchtime good behaviour is rewarded with raffle tickets issued by the lunchtime supervisors. Winners are drawn in Friday Assembly. The winners have ‘Coffee Morning' with Miss Grimshaw the following week.

**Calm ending to playtime - preparation for lessons.**

* Each class lines up prior to coming in to school. Key stage 2 at the classroom doors KS1 and F.St on the ‘snakes’
* Children are collected from the playground and escorted to the classroom.
* On arrival at the classroom they will sit directly in their desks and occupy themselves as expected in preparation for the lesson.

## SANCTIONS

Teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them.

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher;

It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.

A punishment must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

* Pupils not meeting expectations are reminded, preferably by being asked what the expectation is.
* Pupils who do not meet expectations after a reminder may be stood out by a member of staff.
* At the end of the break the person on duty who dealt with the incident should speak to the pupil asking for a reason for their unacceptable behaviour and an apology to anyone affected by their behaviour.
* If the teacher feels that the pupil has shown genuine remorse and has made amends there may be no need for further action.
* If however the pupil does not show remorse then the incident is reported to the class teacher who will deal with it as necessary or in more serious instances reported to the Key Stage leader.

LUNCHTIME GROUNDING

Pupils who do not meet expectations at lunchtime may be sent to the grounding room by the Senior midday supervisor. The pupil is informed as to how long the sanction is imposed. They are supervised by the Grounding Room supervisor.

APOLOGY AND MAKING AMENDS

This should include

1. A sincere apology.
2. A recognition of the damage/hurt caused.
3. An assurance that it will not happen again.

e.g. I am very sorry that I kicked you and hurt your leg, I will not do it again and I will try to play more sensibly.

e.g. Mrs Smith I am really sorry that I spoiled the lesson, I will not talk in the lesson and I will listen carefully in future.

**THE PERSON REPORTING THE INCIDENT IS THE VICTIM.**

If the offender says he/she was hit first he/she must be reminded that it should have been reported so that it could have been dealt with appropriately.

The person reporting the incident remains the victim. The offender should be dealt with

Children do not always say or even remember what exactly happened

**It is very important to listen to all children’s grievances.**

**Only by this method being employed consistently** can we encourage children to use the staff to ‘sort out’ their difficulties at the first instance and so avoid children hitting back.

# PROACTIVE AND PLANNED BEHAVIOUR MANAGEMENT AROUND SCHOOL

As children move around school appropriate behaviour is sought out by staff and complimented.

EXPECTATIONS

* For safety children are expected to walk around the school .
* Consideration for others is expected at all times when moving around school.
* When speaking to others children are to be encouraged to address adults and peers respectfully.i.e. to look at the person they are speaking with, to take hands from pockets speak clearly, and if making an apology it should sound sincere.
* Children are to be discouraged from using the main entrance, unless with parent or under the supervision or instruction of a member of staff.
* Children are to be discouraged from wandering at playtimes and lunchtimes and should be challenged as to their intentions if they are seen wandering.
* MANAGING MOVEMENT THROUGH RESOURCE AREAS AND CORRIDORS Movement through the school by groups of pupils is from door to door supervised from the rear of the line by the member of staff responsible for the group.

Pupils moving classes across the resource areas are supervised.

Pupils coming into school and leaving school are supervised into and out of the building systematically by members of staff.

At the beginning and end of sessions when hanging up or retrieving coats the pupils are supervised by the class teacher who has sight of the resource area and the classroom. For safety and efficiency, at this time pupils are discouraged from entering into dialogue with the class teacher.

Clear routines for the beginning and ending of sessions are adhered to.

SANCTIONS FOR OTHER OCCURENCES.

***Teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them.***

***The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher;***

***It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.***

***A punishment must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.***

***Corporal punishment is illegal in all circumstances.***

* RETRIBUTION/AMENDS A minor sanction related to the offence e.g. picking up litter for those who drop it. Repair of wilful damage.
* SWEARING LETTER If a pupil is **heard to swear by a member of staff** a swearing letter is requested by the office signed by the head or deputy and sent home. The reply slip is returned and checked by the class teacher.
* REPEATING WORK if what is presented is clearly well below the child’s potential or usual standard. To be supervised by the teacher imposing the sanction in the class room.
* MISSED PLAYTIMES for minor repeated transgressions e.g. chewing in school. To be supervised by the teacher imposing the sanction in the class room
* TIME OUT. Temporary removal of pupil from the scene of friction to allow time to calm down, (within the class or supervised by support staff outside of class).
* COMPLETING WORK. Class work or homework which has not been completed in the given time may be completed at break time or lunchtime and supervised by class staff. This is part of the grounding procedure.
* GROUNDING Pupils who are deemed to have committed a serious breach of the expectations are grounded by the head or deputy. The length of grounding period is relative to the misdemeanour. This is supervised at break or lunchtime in the hall or the meeting room.
* CONFISCATION. Mobile phones, jewellery or items which may cause harm are confiscated and given to the Head Teacher. These are kept safe until they are returned to the parent/carer of the pupil by the Head Teacher.

**CONFISCATION OF INAPPROPRIATE ITEMS**

The school will use the guidelines below in respect of confiscated items.

Any items confiscated will be dealt with appropriately and will only be returned to the parent/carer of the pupil from whom they have been confiscated.

Confiscated items will be given to the Head Teacher who will label and date the item for collection at a later date if deemed appropriate, but will not be responsible for the safe keeping of any confiscated items.

**GUIDELINES**

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

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

* SCREEN AND SEARCH When a pupil refuses to give up items in their possession and where a teacher has good reason to believe that the item(s) the pupil is in possession of item(s) that could cause harm to themselves or others, or it is not their own property, or it is inappropriate to have in school, it is permissible to screen and search the pupil. This is done appropriately in the presence of a senior member of staff.
* REASONABLE FORCE may be used in accordance with the Government guidelines agreed by the Governing body and must be reported immediately to the Head Teacher with a follow up report of the incident and circumstances to be handed in the same day.

No pupil should be sanctioned by standing **unsupervised** outside a classroom, corridor or Head Teacher’s room.

Pupils who show repeated anti-social, aggressive or hostile behaviours and are not responding to this system may need to be brought to the attention of the Special Needs Co-ordinator.

**POWER TO USE REASONABLE FORCE**

There is no legal requirement to have a policy on the use of force but the school has a Care and Control of Pupils policy which sets out the circumstances in which force might be used.

* CONDUCT OUTSIDE THE SCHOOL GATES

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

The school will deal with conduct outside the school gates in one or more of the following ways as is appropriate to the incident

Speak with the pupil

Speak with the pupil and parent

Apply sanctions in keeping with the sanctions normally used in school.

Arrange for pupil to make amends, written or verbal

Involve PCSO or police

***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.***

**ALLEGATIONS AGAINST MEMBERS OF STAFF**

Every care is taken to avoid allegations against members of staff by

1. Employing staff who are fully committed to safeguarding and the welfare of the pupils.
2. Ensuring the Positive Behaviour Management policy is read implemented and reviewed with staff regularly.
3. Ensuring staff are aware not to put themselves in positions of vulnerability e.g. 1:1 situations, and ensuring working practices guard against this.

All allegations against members of staff will be dealt with

The Head Teacher will listen to the allegation

The Head Teacher will listen to the member of staff accused of misconduct.

Any or all of the following may follow.

Reference to the guidance provided on ‘Dealing with Allegations against Teachers and other Staff’

Liaison with parents

Liaison with external agencies

Involvement of HR for the Authority.

Involvement of Union representation

An investigation into an allegation will not always require immediate suspension.

MALICIOUS ACCUSATIONS AGAINST STAFF

Where a pupil is found to have made a malicious accusation against a member of staff, any or all of the following may follow.

Liason with parents

Liaison with external agencies.

Ensuring the member of staff has access to support

Ensuring the good name and credibility of the member of staff is maintained

Internal sanctions

Assessment and support for the pupil to avoid a recurrence

Fixed term exclusion for the pupil

Permanent exclusion for the pupil

**RECORDING**

Not all sanctions imposed require records to be kept.

Where it is deemed necessary this should be recorded on the purple behaviour management reporting sheet and handed in to the office.

The Head Teacher will then decide whether the incident should be recorded on the pupil profile on SIMs.

Children who are deemed to be vulnerable, have particular issues or are subject to monitoring because of social services involvement may need a log of behaviour maintained short term. This will be agreed between the head and significant personnel.

SERIOUS MISBEHAVIOURS, INCLUDING BULLYING AND RACIST CONDUCT

are ALWAYS reported to Head Teacher and actions reported on the pupil’s record on SIMs.

**ROLES AND RESPONSIBILITIES**

The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** must consult the **Head Teacher**, **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.

**Head Teachers** are responsible for developing the behaviour policy. 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. Head Teachers** must publicise the school behaviour policy, in writing, to **staff**, **parents** and **pupils** at least once a year

**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.

**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.

**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.

For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a financial penalty sanction. The **local authority** may also prosecute a parent who fails to ensure their child’s regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

**Parents** have a clear role in making sure their child is well behaved at school. 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.

**Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a financial penalty sanction. Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

**Parents** are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the **local authority** will apply for a Parenting Order*.*

**PREVENTING BULLYING**

The school has a detailed anti-bullying policy, outlining the procedures which the school takes in instances of bullying

**EQUALITY DUTY**

Spring Hill school has a policy which details its compliance with 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.

**SCHOOL SUPPORT SYSTEMS**

Spring Hill school has systems in place for supporting pupils and their families who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place. This includes links with the Inclusion Leader, Learning Mentor and outside agencies. This may also include support for parents.

The school may 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 should be consulted. We may also consider whether the behaviour might be the result of unmet needs, in which case a multi- agency assessment will be considered.

**COMPLAINTS PROCEDURE**

The school has a separate complaints procedure which is available to staff and on request by parents.

**CONSULTATION, MONITORING AND EVALUATION**

This policy has been written in consultation with Governors Staff and Pupils and is available to parents via the website.

 The policy will be reviewed annually or sooner if required.

Latest review Spring term 13

**APPENDIX**

GOLDEN TIME a reward for consistently good behaviour in Key stage2

All children begin each week with 50 minutes of Golden Time

If they meet expectation for behaviour for the whole week they will take part in their chosen activity on Friday afternoon at 2p m.

LOSING GOLDEN TIME

**Stage one**

If a child is not meeting the expectations they are given a REMINDER

If the poor behaviour continues they are given a FINAL WARNING

If the child continues to misbehave 20 minutes Golden Time is lost. This is recorded on the class chart.

Subsequent misdemeanours following reminder and final warning will incur reductions of Golden Time in l0 minute increments

Loss of Golden time also incurs the loss of a playtime

Each lesson is a fresh start

Losing all 50 minutes of Golden Time will mean a move to stage two and parents are notified

**Stage two**

At stage two the pupil will take a report card (yellow) to all lessons and will receive a grade for each session

During this period a pupil is not entitled to playtimes but may earn them

1. = met all behavioural expectations
2. = mostly met expectations
3. = satisfactory effort to meet behavioural expectations
4. = did not meet expectations

If grades A-C are received, playtime the following day is earned. If a single D grade is received the pupil is still allowed a playtime. More than 1 D grade means no playtime.

Exiting the yellow report card

If a pupil earns 4 playtimes during the week they exit the report card

Parents are notified of the improvement.

If the pupil exits the yellow card they are able to participate in Golden Time.

Should a pupil be unsuccessful in exiting the yellow report card in the first week they are given a second opportunity using an orange card.

Pupils are not allowed to go to Sports club whilst they remain on any report card. Parents must be informed of this.

**Stage three**

Should a pupil be unsuccessful in exiting the report card in the second week they have no Golden Time. They are given a red card and parents are invited into school to discuss the issues.

The learning mentor is assigned to the pupil to help to modify the behaviour.

If a pupil succeeds on a red card they move to a white card and *earn* Golden Time for the week

REPORTING TO THE HALL

Names of children losing Golden Time are logged on the class sheet.

Missed playtimes are taken in the hall and supervised by the teacher on duty, who signs the class sheet.

Missed playtimes over lunchtime last for 15 minutes and are supervised in the grounding room.



Community Primary School

Dear parent,

Unfortunately \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been very disruptive in school today and as a result has had to work in the Head Teacher’s room.

#### The unacceptable behaviour included:-

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In accordance with our behaviour management policy, this incident has been recorded on file and we hope it will not reoccur. If there is any further serious or unacceptable behaviour I will contact you again and invite you into school to see is we can resolve the problem together.

I am sorry to have to report such bad news but I feel that you would want to know of these difficulties which we are experiencing at present. If you wish to discuss this letter please do not hesitate to contact me.

Yours sincerely,

S.E.Grimshaw

Head Teacher