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## **1. Introduction**

At St Barnabas CE Primary Academy we aim to produce a safe and secure Christian environment based on Gospel values, with a high quality of care to all of our members.

In order to achieve this aim we shall:

- Nurture the spiritual development of all members of the school community and promote mutual respect and responsibility.
- Provide effective teaching of the National Curriculum, encouraging the highest achievement for each child.
- Value the contribution each child makes to the life of the school and take account of the individual's needs.
- Promote an ethos of excellence and endeavour for all, in a caring and Christian setting.
- Create an ethos of good behaviour in school in order to promote effective learning.
- Build a school community which upholds and demonstrates our Christian values .
- Promote good relationships and to ensure that all are treated fairly and shown respect.

- Foster a sense of community and self-discipline within the school where children and adults treat each other with respect and courtesy; and to encourage children to carry these skills and values with them beyond the school family.
- To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour, reflecting the principles of British Values upheld by the school (democracy, rule of law, liberty, mutual respect and tolerance of those of different faiths and beliefs – please see 'Promoting British Values').
- Provide a broad and balanced curriculum which is related to the needs of individual children.
- Provide a lively, safe and stimulating learning environment enabling all children to grow in independence and confidence; and manage their own behaviour.
- Establish positive links between home and school.
- Ensure educational continuity through liaison with our pre-schools and secondary schools.
- Encourage our children to take risks, aim high and challenge themselves to see the word 'fail' as their 'first attempt in learning'. We trust our children and they know that with this comes responsibility for themselves and each other.

## **2. Aims of this policy**

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- To build up good relationships between children and children, children and adults, adults and adults. Creating an ethos of mutual respect and trust, enabling co-operation in all aspects of school life.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences
- To encourage all staff in consideration of the impact of the learning environment, all areas of the school and activities that take place, on the behaviour of the children, in planning their teaching, classroom organisation, routines and out-of-class learning experiences.
- Create a consistent, positive structure within the school.

## **3. Roles and responsibilities**

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect all our staff and parents to be good role models for our children as we develop their attitudes for all aspects of life.

## **4. Promoting Positive Behaviour**

Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- Whole school, Key Stage and class worship - where Gospel values and themes are discussed and applied to our everyday lives and to our relationships with one another.
- PSHE opportunities throughout the curriculum, including themes on citizenship, friendship, anti-social behaviour, bullying, British Values etc.
- Year 6 play leaders, School Council and WOW group– who support and help younger children across school e.g promoting fair and fun play on the school yard, helping infant children with lunch time routines, operating as ambassadors of exemplary behaviour within the school family.
- Outside speakers such as the school nurse, the PCSO, the Vicar and members of the Church community.
- Opportunities for prayer and reflection outside of collective worship
- Use of restorative justice conversations to model and de-escalate.

As a trauma/ACE informed school all staff look for indicators of SEMH. These indicators include active/ 'acting out' behaviours (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) and the more passive behaviours (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak).

**Positive SEMH behaviour is achieved by:**

- No staff viewing or labelling a pupil whose behaviour is externalised
- All staff seeing all behaviour as a form of communication, an indicator of emotions and responding in an empathic and understanding manner.
- All staff recognise that early intervention is imperative for addressing both active and passive behaviours, to ensure that low-level features/difficulties are addressed early.

**5. Classroom Management**

- Teaching staff (including teaching assistants) are responsible for the safety and wellbeing of children in their direct care and will follow school's policy and guidelines on managing and promoting good behaviour.
- This will include the use of rewards and consequences. The school's core Christian Values will be made known to all children and staff and all are expected to live by them. They will frequently be referred to in worship and class discussions and will be the focus of discussions with children when praising or reprimanding behaviour.
- Classes will decide their own rules through discussions at the start of the school year. Teachers also will have their own motivation systems.
- Children who display poor behaviour will be nurtured and supported in their understanding and respect for the types of behaviour which are expected in any given situation across school. This will most likely involve essential input from parents in supporting school's behaviour modification strategies and in replicating and extending these strategies for use at home.

## **A. Our core Christian values**

We encourage children to use our core Christian Values to inform the choices that they make. These are:

Respect  
Generosity  
Forgiveness  
Service  
Trust  
Friendship  
Courage  
Encouragement

Children are reminded of our Christian Values if they are not displaying appropriate behaviour and are asked to reflect on which value they should have demonstrated.

## **B. Rewards and Praise**

AT ALL TIMES WE AIM TO BE POSITIVE ABOUT OUR CHILDREN.

Teachers have high expectations of all our children in terms of both achievement and behaviour and adopt a positive approach to behaviour management. Once the children have contributed to the formulation of the rules, and all staff and children have agreed to them, we believe that giving positive feedback to the children is important to reinforce good behaviour and to encourage others in appropriate social behaviour. We believe that social skills need to be recognised with rewards that give joy.

Here are some practical examples of positive feedback at St Barnabas:

- Giving verbal praise : "Well done", "Excellent" or more specific praise which reinforces good behaviour and ensures that the child is clear about what you are praising e.g. "Well done for saying 'Thank you', that was very polite." "I can see that you have worked really hard today, well done". "You have eaten your dinner really quickly today; I'm very pleased with you."
- Staff giving talking time to children to get to know them better.
- "Fun" activities as a reward at the end of the week- "Golden Time"
- Displays of children's work.
- Send the child to another teacher/ Headteacher to discuss good work.
- Year end prize giving (invite parents)
- Written comments on work.
- Giving responsibility, e.g. role of monitor for specific tasks.
- Individual classroom rewards.

## **6. What the Law says: Discipline in School – Teacher's Powers (taken from DfE 'Behaviour & Discipline in Schools'**

**January 2016) and sanctions at St Barnabas.**

### **Key Points:**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

**Taken from 'Behaviour and Discipline in Schools – Advice for Headteachers and School Staff' – January 2016:**

**Behaviour and Sanctions:**

- A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.
- The behaviour policy should be supported and backed-up by senior staff and the head teacher.
- Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.
- Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear consequences for those who do not comply with the school's behaviour policy.
- These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.
- When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy.

**Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents.**

These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing some break or lunch time.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report in a behaviour book” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion

**IMPORTANT NOTES**

Any major incident, act of violence, bullying incident can lead immediately to the most severe sanctions/ actions.

Behaviour logs on My concern will be regularly monitored by the SLT.

## **7. Contact with parents**

Teaching staff routinely report on a child's behaviour at Parents' Evenings and the annual written report at the end of the year. However, where a child's behaviour is causing concern class teachers contact parents via class dojo at an early stage, to seek their support in resolving the issue.

Where inappropriate behaviour persists, staff will contact parents to discuss other strategies. These may include:

- Setting up behaviour modification support programmes.
- Withdrawal from extra-curricular activities.
- Involvement of outside agencies such as the Behaviour Support Service.

Serious incidents of inappropriate behaviour will be dealt with by the Headteacher. A record may be maintained giving details of when parents have been contacted by school or have made contact with school.

## **8. Malicious Accusations**

Swift disciplinary action will be taken against any pupil who has been found to have made a malicious accusation against school staff. The Chair of Governors and CEO of the Trust will be informed.

## **9. Staff Development and Support**

All staff will be supported in their development and implementation of effective behaviour strategies in order to have a consistent and effective approach across school. A 'firm but fair' establishment of boundaries and use of rewards and sanctions will be introduced from the earliest days in Foundation Stage in order that children quickly recognise the high standards of behaviour which are expected and required.

## **10. Lunchtimes**

Lunchtimes are a time for playing and socialising. They also present opportunities for children to fall out and argue. The following are some ways we seek to make lunchtimes a fun and safe part of the day.

- Regular contact with Lunchtime staff, discussing any issues.
- Involving the Lunchtime staff in children's games and activities-encouraging them to play with the children.
- Use of play equipment.
- The KS2 yard is divided into zones to enable activities to take place in designated areas including football and cricket for KS2.
- Sanctions on the Yard at Lunchtime
- A child who misbehaves is given a warning.
- The child is given a final warning if the behaviour persists.
- If the child continues to misbehave they will be stood out for 5 minutes.

Times When the Class Teacher Needs to be Informed

- If the child continues to misbehave after being stood out.
- If a child is rude or abusive to a member of staff.
- Misbehaviour which is in breach of safety should be reported to a senior member of staff.

## **11. Supervision**

- Effective supervision of children will ensure reasonable and orderly behaviour. Teachers are on duty from 8.45am before school and during break times. Supervision of children in the hall at lunchtime is undertaken by Welfare Assistants.
- Children are encouraged to walk in and around school quietly and sensibly. It is important that children who are not walking or who are making excessive noise are challenged by members of staff. All adults have a part to play in ensuring an orderly and safe environment and that school's standards of behaviour are kept.
- All work and equipment should be organised prior to each session encouraging a prompt start to lessons and appropriate use of support staff.
- If a teacher has to leave the class in an emergency, they should inform the teaching assistant or the teacher next door to cover for that brief period.

## **12. Pupils with Special Needs**

There are likely to be some pupils who lack the skills or awareness needed to cooperate with school rules and teachers' expectations. Where such concerns arise, parents will be contacted to discuss ways of supporting their child. This may result in the pupil being placed on a behaviour plan giving details of the strategies the school will use to try to support the child whilst they acquire the skills and habits needed to cooperate with the school's behaviour systems. Parents and teachers will need to consider ways in which home and school can work together to promote good behaviour. Staff need to be aware that some children with behaviour difficulties can be 'labelled' by other children and often get blamed for things they haven't done - the 'whole picture' is required.

## **13. Working with Other Local Agencies**

In cases of persistent disruptive behaviour, after consultation with the class teacher and parents, the Headteacher may call upon the expert advice of outside agencies to assess the specific needs of an individual pupil. This may include monitoring observations by support agency staff and the development of behaviour plans. More serious situations may require a referral to a behaviour unit.

Managing transitions between school and referral units, or school and high school will ensure the least possible disruption for the child's learning. This will involve information sharing between all concerned in order that every opportunity is taken to promote a positive and 'new' start, whilst recognising the child's specific behavioural issues and the concerns of both staff and parents.

## **14. Bullying**

The school takes bullying very seriously. However, the term "bullying" needs to be clarified. It is our experience that, after investigation, many children who speak about



being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying. As a school we have taken steps to understand and define different types of bullying so that all staff are aware and enabled to manage situations effectively.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The Anti-Bullying Alliance defines bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" (2015). It can happen face-to-face or through cyberspace (on-line, via social media or texting).

This may take two forms. The most obvious situation is where one or more children, on repeated occasions, deliberately act in such a way as to distress another child. In such cases, the bullies are more readily identifiable. There may be cases, however, where a child is subjected to inappropriate behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully.

We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

**Several  
Times  
On  
Purpose**

The school has a number of strategies for dealing with this situation at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that all staff will listen and act swiftly in order to deal with such issues.

### **15. Racial Harassment**

The school has a duty under the Race Relations Act 1976 to promote race equality. This means that there is a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

As a school, it is particularly important that we help children to understand other cultures and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values – which include mutual respect and tolerance of those of different faiths and beliefs. Racial abuse of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be. Where a child is proved to have been involved in a further racist incident, parents are contacted immediately and appropriate sanctions are imposed. The incident is recorded using Trust guidelines and a copy of the report is sent to the Trust and any incidents are reported at local governing committee (LGC) meetings.

### **16. Exclusion**

The Headteacher has the duty to maintain discipline and good conduct to secure an orderly learning environment. In furtherance of this, the Headteacher has the right to exclude children from school at her own discretion, either temporarily or permanently.

- Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.
- A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements

relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

- The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period 10 exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
- The behaviour of a pupil outside school can be considered grounds for an exclusion.
- The Headteacher may withdraw an exclusion that has not been reviewed by the governing board.
- Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.
- The Headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
- When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
- Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.
- In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to: • eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act; • advance equality of opportunity between people who share a protected characteristic and people who do not; and • foster good relations between people who share a protected characteristic and people who do not share it.
- These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions

within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

- The Headteacher and local governing committee (LGC) must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could be subject to exclusion.
- 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.
- Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Refer to <https://www.gov.uk/government/publications/school-exclusion>  
(updated July 2017-changes effective September 2017)

**“Exclusion from maintained schools, academies and pupil referral units in England  
Statutory guidance for those with legal responsibilities in relation to exclusion  
September 2017”**

**For further Guidance on**

- The Headteacher's power to exclude
- The Headteacher's duty to inform parties about an exclusion
- The governing board's and local authorities duties to arrange education for excluded pupils
- The LGC's duty to consider an exclusion
- The LGC's duty to remove a permanently excluded pupil's name from the school register
- The local authority's/academy trust's duty to arrange an independent review panel
- The duties of independent review panel members, the clerk and the SEN expert in the conduct of an independent review panel
- The governing board's duty to reconsider reinstatement following a review

- The local authority's role in overseeing the financial readjustment/ payment.
- Statutory guidance to the Headteacher, LGC and independent review panel members on police involvement and parallel criminal proceedings

### **17. Policy for Screening and Searching Pupils (taken from DfE 'Behaviour & Discipline in Schools' January 2016)**

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 pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items.

School's policy is that any confiscated item will be returned to the child's parent.

2) Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search – weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

Whilst such items, to date, have never been confiscated, where staff are suspicious that a pupil has any item listed above then they **MUST** follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to the Headteacher who will in turn contact parents to discuss the incident. The Headteacher may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, School Nurse, Police etc).

Refer

to

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **18. Policy for the Restraint of Pupils / Use of Reasonable Force**

This section refers and quotes directly from the document: Use of Reasonable Force Guidance – 2013:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006 and was further clarified in the document above.

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 student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

#### **Teachers can use 'reasonable force' to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.

- Prevent a pupil leaving the classroom where allowing 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.
- Restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

Use force as a punishment – it is always unlawful to use force as a punishment. Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop and explain the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil. It is advisable for a teacher/teaching assistant to summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils.
- Blocking a pupil's path.
- Holding.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.

### **Telling parents when force has been used on their child**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what a serious incident is, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

### **What about other physical contact with pupils?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

## **18. Pupil's Conduct Outside the School Gates** – Teachers' Powers (taken from DfE 'Behaviour & Discipline in Schools' January 2016)

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

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

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

With regard to exclusion:

The behaviour of pupils outside school may be relevant and can be considered as grounds for an exclusion decision.

## **19. First Aid**

Children who require First Aid are attended to by qualified Paediatric First Aiders and First Aiders in school.

## **20. Child Protection**

Where adults in school have concerns about the well-being of a child, they should report this via my concern or discuss the matter immediately with the school's Designated Safeguarding Lead or the Deputy safeguarding leads. Please refer to the Safeguarding Policy for information about the Designated Safeguarding Leads.

## **21. Pastoral Care for School Staff Accused of Misconduct**

The Governors and Headteacher will have due regard for the pastoral care and wellbeing of any member of staff accused of misconduct. All incidents or allegations will be looked into swiftly, fairly and sensitively (for all parties involved) with reference to the school's Safeguarding and Disciplinary policies.

Policy Revised: 14/10/21. This policy is to be reviewed annually.

## **Appendix A- Behaviour and Discipline in Schools**

Taken from 'Behaviour and Discipline in Schools – Advice for Headteachers and School Staff' – January 2016:

### Behaviour and Sanctions

19. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

20. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

21. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

22. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'muffi' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.



## **Appendix B**

### **B. Behaviour curriculum**

To clarify expectations and be clear on school routines, the following behaviours need to be known to, and reinforced by, all staff including supply teachers, support staff, students and non-teaching staff.

Teachers should use the following areas to introduce to the children each week/ half term to a specific area of school behaviour e.g. "How we behave in the classroom", or going swimming / in the playground.

#### **1. Arriving at school**

- Arrive at school by 8.50am, then you are ready to start at 8.55am;
- Walk in quietly and sensibly into school ;

#### **2. In the cloakroom**

- Hang your coat and bag up on its hook;
- Only handle your own property unless you are asked to touch others by the teacher;
- If the cloakroom is crowded, wait your turn;
- Always clear the cloakroom quickly – don't hang around.

#### **3. In the classroom**

- Follow your agreed class charter and rules that were created together at the beginning of the school.

#### **4. Worship**

- Worship begins as soon as you walk into the hall, quietly;
- Make yourself ready to meditate or pray by calming your mind;
- Listen to others and participate in the worship as instructed by the leader;
- Take part in all aspects of worship;
- Keep the quiet in your mind as you leave the hall and go back to your classroom.

#### **5. In the playground**

- On the way out to play, go to the toilet if you need to, and collect your coat while your teacher or other adult supervises;
- Stay within the playground boundaries;
- Think about safety when you play, and act in a way that will not hurt others;
- Always think about others, how they feel, what they may need;
- When the bell rings, walk quietly to your lining up place.

#### **6. During school meals**

- Make sure your hands are clean and sanitised;
- Say "please" and "thank you" to all the staff who give you food and help you;
- Queue quietly without pushing, think of others;
- Try not to spill food on the floor;
- Eat your dinner sensibly, quickly and talk quietly;
- Use your knife, fork and spoon properly;
- Talk quietly;
- Only speak when you are not eating;
- Tidy up your tray by taking it back to the serving hatch;
- Leave your table and the floor clean and free of food;
- Respect the dinnertime staff.

## **7. In the toilet**

- When you have used the toilet – flush it;
- Respect other peoples' privacy;
- Make sure the taps are turned off after you have used them, be responsible about using the water;
- When you have finished, look to see if you have left the toilets clean and tidy.

## **8. Around school**

- Walk in a line sensibly, one behind the other;
- Look to see if there is someone behind you and if there is, hold the door open for them;
- Move around the school quietly and sensibly;
- Be polite to, and make way for, adults and visitors to the school.

## **9. During swimming and outings**

- Sit down on the bus or coach and always wear your seat belt;
- Walk in pairs or in single file as instructed;
- Look and think – remember road safety rules;
- Be polite and set a good example to everyone;
- Get changed quickly, quietly and sensibly at the swimming baths;
- Respect your own and other people's property;

## **10. During indoor playtimes**

- Use the games and equipment that your teacher has agreed to;
- Walk around sensibly and quietly;
- Respect classroom equipment, including rainy-day things;
- Tidy-up quickly when asked to;
- Share and play fairly;
- Stay in your own classroom or where you are directed by welfare teachers
- Always ask if you need to leave the classroom or go to the toilet.