

Behaviour and Restraint Policy



This Policy was reviewed on September 2021

Signed Governors Julia Anderson

Signed Head Teacher M Battersby

Next Review Date September 2022

**St. Silas Church of England Primary School
Behaviour Policy**

Loving God and each other
We work together to be the best that we can be

Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions section of this policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every three years.

Introduction

**'Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you'
(Ephesians 4:32)**

'Good behaviour is a necessary condition for effective teaching to take place'
(Education observed 5 DES 1985)

**Our policy is based on our strong Christian ethos as expressed in our Mission Statement:
'Loving God and each other, we work together to be the best that we can be.'**

- Visible consistency with visible kindness from the whole school community allows exceptional behaviour to flourish.
- Good behaviour needs to be taught, modelled and supported by teachers and parents.
- Classroom behaviour can change and we as teachers can assist children in regulating and managing their behaviour.
- We all share a collective responsibility for behaviour in our school.
- The use of positive recognition throughout each and every day will make every child feel appreciated and important.
- All behaviour is communication – we just need to listen and try to understand

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Aims

- For staff to be good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectations in all aspects of school life.
- For staff to provide opportunities to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching styles to suit the needs of pupils.
- To provide an attractive secure learning environment and quality resources.
- To track pupil progress, set challenging but achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy safe working atmosphere in school by promoting the pastoral care and teaching of core Christian values, with staff giving support and guidance to each individual child.

- To consistently and fairly implement positive reward and consequence systems which support learning behaviour
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.”

(Discipline in Schools - Elton Report)

Other relevant documentation:

- Anti-bullying Policy
- Inclusion Policy
- Feedback Policy
- Home School Agreement.
- Online Safety
- Whistle Blowing Policy
- Complaints and Disciplinary policy
- Nurture Policy

The Teacher's Role

Teachers need to establish consistent levels of desirable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make helpful choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to regulate their own behaviour.

Teacher's need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Inclusion Coordinator / Pupil Wellbeing Coordinator

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The pupil wellbeing coordinator will work alongside the Inclusion Coordinator to provide support to children and families who have additional emotional needs.

Head Teacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in our school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receives sufficient training to be equipped to deal with all incidents of bullying.

The Role of the Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body does not allow bullying to take place in our school. Any incidents of bullying that do occur are taken seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on request the effectiveness of school anti-bullying strategies.

The Governing Body responds, within ten working days, to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

The Role of Parents

The school will work collaboratively with parents, so that children receive consistent messages about how to behave at home and school.

We expect the parents to support their children's learning and to cooperate with the school. We will attempt to build a supportive dialogue between home and school and we will endeavour to inform parents immediately if we have concerns about their child's behaviour or welfare.

We expect that parents will support the school if they have need to sanction a child. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they may wish to contact the Head Teacher or the governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring

Behaviour rewards and sanctions are recorded by class teachers on our school tracking system Progresso. SLT record more serious incidents on the behaviour tracker on the Google Behaviour Drive.

Behaviour is carefully tracked so that timely interventions can be made where necessary. Targets and support are agreed where necessary. Whole school trends are analysed termly and action plans formed to address any needs that may arise. Our Pupil Wellbeing Coordinator and ELSA conducts regular 'emotional check ins' and plans interventions for individual children.

Rules

School rules are kept to an essential minimum. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

School Rules

1. Kind Words
2. Kind Hands
3. Kind Feet

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized at FS and KS1.

In addition to the rules we have school routines. These are:

Team Stop Signal

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every child has responded.

Every child:

- Raises one hand in response
- Checks their partner and others at their table have also raised their hands - gently tapping an arm if necessary
- Looks attentively at you – eyes locked into yours to show they are ready to listen
- Sits up tall, beside their partners.

3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

Fantastic Walking/Movement in and around School

The children are taught to walk around the school with love, in a fun way and with a sense of pride in our school.

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are expected to walk around the school using our routine of 'Fantastic Walking.' Children following the expected routine should always be recognised with a response such as 'Thank you' or 'That's Right.'

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Bronze, silver or gold award.'

Movement Around School - Suggested Procedure for Large Groups

- Get the group together using the routine, Team Stop Signal
- Give out any instructions and set expectations.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles, i.e. coats, PE kits, book bags, etc. as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible +
- self-disciplined movement around school as the children mature.

Movement Around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

Playtime Supervision

On duty, staff should circulate and take the opportunity to socialise with children from other classes whilst organising play activities for the children. They should also maintain an overview of the playground, spotting potential problems before they escalate. This is a particularly good time for staff to notice kind and friendly behaviours. At the end of playtime the whistle will be blown and the Team Stop Signal routine used. The children should stop what they are doing, stand still and remain quiet. The member of staff on duty will signal and the children will walk calmly into school.

Food and drink

Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health. Drinks were frequently spilled and bottles smashed, spoiling other packed lunches and presenting an unacceptable risk of cuts and food contamination. Children have regular access to water. A choice of quality juice, milk or water is available during lunch. There are children in school with a severe nut allergy.

Jewellery

Watches may be worn at school but must be removed during P.E. and swimming lessons.

Earrings may be worn if they are small studs. They must be removed for P.E.

Teachers are not to assist children with the removal of jewellery for health and safety reasons.

Reason for not wearing jewellery: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair.

PE Kit

School PE kit clothing must be worn for all PE activities (see PE Policy).

School Clothing

Uniform may be purchased from Whittaker's Store in Blackburn. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn. Ankle boots may be worn in the winter but the child must be able to sit crossed leg on the carpet.

Reasons: The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and 'heelies' are unsafe for the school environment.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission).

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

Mobile Phones

Mobile phones should not be brought to school. Parents who wish their children to have a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the head teacher in writing. Such requests will be considered on an individual basis.

If permission is granted mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

Policy for Screening and Searching Pupils

The governors recognise that 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 and protects them from liability for damage to, or loss of, any confiscated items.

The governors have agreed that any item confiscated 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.

*The governors have agreed that whilst such items have never been confiscated before where staff are suspicious that a pupil have 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).*

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

VISITS, SCHOOL JOURNEYS, SCHOOL TRANSPORT and BEYOND THE SCHOOL GATE

All of the aims, responsibilities and guidance set out above apply when children are involved in any educational, sporting or social activity off the school site and on occasions beyond the school gate. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school. For the avoidance of doubt, the principles and provisions of this Policy will apply in all situations when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at St Silas
- 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 such circumstances the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the

behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

School staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. School staff must follow the school's safeguarding policy.

Behaviour Guidelines

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better when staff commend and reward their successes rather than focus on their failure.

Positive and negative rewards are kept separate so that we do not teach that positive behaviours cancel out negative behaviours.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards

- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- Expected behaviour should always be acknowledged with a phrase such as 'Thank you' or 'That's Right.'
- Children's names should be used where possible for a personalised approach.
- The Bronze, Silver and Gold reward system on Progresso should be used to reward children for behaviour that is above and beyond.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school .
- A visit to the Headteacher for good work.
- Opportunities for giving children greater responsibility in school should be fostered e.g. School Council, School Worship Team, Librarians etc.
- Each member of the teaching staff will contact parents about positive behaviour each week. This can be done in person, by phone or by text.
- Star Learner Certificates are awarded on a weekly basis.

Whole School Reward System: Bronze, Silver, Gold and Platinum on Progresso

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of bronze, silver and gold Progresso rewards. These rewards on Progresso automatically allocate value family points. progressively more points are given for silver, gold and platinum.

These may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Displaying good manners.
- Particularly good work/effort.
- Displaying a caring attitude towards others. Staying on task etc.

When awarding the reward the member of staff should reinforce the good behaviour e.g. 'You can have a bronze for collecting the brushes'.

Platinum rewards are given in exceptional circumstances.

Once awarded, a reward can never be deducted (see Consequences).

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

A reward card can be awarded by any staff member to any child at any time. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

A weekly Silas and Me 'celebration' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or Attitude. Parents are personally invited to attend and witness the presentation of certificates.

There are termly rewards such as an extra playtime for the value family that receives the most value pints in a term.

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- Humiliate - it breeds resentment
- Overreact - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish -never punish what you cannot prove

As a school will build up positive relationships with pupils using the Establish-Maintain and Restore (EMR) method.

	Establish	Maintain	Restore
Definition	Intentional practices to cultivate a positive relationship with each student (i.e. to build trust, connection and understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interaction)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with the student)
Practical Strategies	Set aside a window of time to spend with the student Inquire about the students' interests Communicate positively Open ended questions Affirmations Reflexive listening Validation Reference to the student Deliver constructive feedback wisely	5 to 1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check in Random,special activities	R ³ = Reconnect,Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of previous incident and start fresh Communication of care for having the the student Engaging in mutual problem solving

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else

- Not to be bullied

Behaviour Guidelines Consequences DISCIPLINE

Discipline in school – Teacher’s powers (taken from DfE “Behaviour and Discipline in schools” January 2016 Key points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (section 90 & 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the head teacher 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 the school
- Teachers have the power to impose detention outside of school hours
- Teachers can confiscate pupil’s property

Children must be reprimanded in private at all times.

Consequences

In the use of Consequences, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Consequences applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note See also our section on the ‘Positive Handling’.

- If behaviour results in physical or verbal abuse towards a teacher/adult a violent incident this should be referred to the headteacher and a record kept on the SLT behaviour log..
- If positive handling or physical intervention of any kind is required then it should be recorded in My COncern as soon as possible.

We have an agreed system of consequences which are designed to enable children to understand when their behaviour has been unacceptable. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
Do everything reasonably possible to avoid exclusion from school.

When consequences are applied, children should be helped to understand why what they have done is not acceptable. It is important to try and understand why the child is behaving in this way and to try to work with the child to identify what we can do to prevent it happening again. It is important to

ensure the child has an opportunity to make amends. Whilst consequences are still imposed our focus will also be on prevention in future and helping the child regulate their own behaviour.

PROCEDURE

Through our consistent approach to managing behaviour we will ensure that all children are familiar with our procedures and know what will happen next if they refuse the consequence or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable consequences given the behaviour displayed. **Depending on the nature of the behaviour this may include immediate, permanent exclusion.** However, as a general rule for misdemeanours, the following sequence should be adhered to.

If unacceptable behaviour occurs:

Staff should always be in control before addressing negative behaviour. Always give cool, mechanical, emotionless response to bad behaviour .

(Classroom teacher) Use normal strategies:

- 1) This will begin with the use of silent gestures or signals to reinforce the correct behaviour such as finger on the lips to ask them to be quiet or pointing down to get the child to sit down.
- 2) The member of staff should move over to the child and give polite but firm requests and a warning that they will be given a consequence 1 if the behaviour continues.. Moving to a 'safe' place is also an option. For some children agreeing what will happen prior to an incident will help them to understand and have strategies in place to cope.
- 3) Use the phrase, 'This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. Consider repositioning, separating if necessary.
- 4) If the child's behaviour continues ,issue a consequence 2 and move to designated chair/area of the classroom. 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance. If behaviour improves return to lesson. A child could be sent to a neighbouring classroom if this would help them to reflect and calm down. The child should only be in this classroom for 5 minutes and that class teacher should not reprimand to afford the child receiving conflicting messages and/or to be disciplined twice for the same offence.
- 5) At the end of the lesson, keep the child back to discuss the behaviour. Children on consequence 2 will be kept back at the end of the lesson for 2 mins to teach the correct behaviours to quickly redraw the boundary.
- 6) Record on Progresso at the end of the lesson.

When issuing a sanction it should be done with a reminder of previous good conduct in order to promote positive reinforcement, reprimand the behaviour and not the child and to prevent a defensive and confrontational response. Secondary behaviour should be ignored, where possible, so not to give control over to the child. Instead, this should be addressed in private at the end of the lesson.

If you notice a child wearing the incorrect uniform do not speak to the child about it. Instead speak to the class teacher who will contact parents.

Unfinished Work

Unfinished work can be completed at the start of the next playtime or it could be sent home. Please see the parent after school or send a text message home.

Persistent Negative Behaviour

If monitoring shows that a child's behaviour is not improving then discussions will take place between the class teacher, SENDCO, parents and the Headteacher. Individual behaviour plans will be drawn up and support provided. Clear/realistic targets for behaviour are agreed (maximum of three). Clear rewards/consequences identified for success/failure (including possible exclusion). A behaviour log is issued to give daily feedback to the child (x 5), weekly feedback to parents.

If behaviour does not improve then the school will involve necessary external agencies, i.e. Behaviour Support, Educational Psychologist etc. The child will be added to the SEND register and a CAF may be considered where appropriate.

Serious Incidents

Extremely serious incidents will be sent direct to the Headteacher (or a member of SLT if the Headteacher is not available). These incidents will also be recorded in the SLT behaviour log o. Parents will be notified immediately.

Incidents defined as being major will include:

- Violence (physical and property)
- Bullying
- Sexual misconduct
- Racism
- Homophobic incidents
- Theft

Less serious incidents will be dealt with by a member of SLT. These will be recorded on the SLT behaviour log. Parents will be informed.

Certain children will be deemed to have a behaviour difficulty that will require a differentiated approach. This will be outlined in an IEP devised by the teacher, Inclusion Coordinator and Headteacher and may involve outside agencies.

Matters which require the involvement of outside agencies such as police/medical will be dealt with accordingly to the procedures of those agencies and recorded as appropriate

At this point Internal Exclusions may be used.

- An internal exclusion is where the Child has no contact with own class or classmates or access to playground, extracurricular or enrichment activities.
- The child will work in either the Sunshine room, Nurture room, SLT room or the Head's office. In certain circumstances they may work in a different classroom away from their peers.
- If an internal exclusion is issued the Parents will be informed.

- After a short period of time the child will return to their class and their behaviour will be closely monitored. A behaviour log may be used if appropriate..

Exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

1. Only the head teacher 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.
2. 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.
3. 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 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.
4. The behaviour of a pupil outside school can be considered grounds for an exclusion.
5. The head teacher may withdraw an exclusion that has not been reviewed by the governing board.
6. 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.
7. The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.
8. When establishing the facts in relation to an exclusion decision the head teacher 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 head teacher should accept that something happened if it is more likely that it happened than that it did not happen.
9. 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.

10. 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.

11. 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 issues⁴.

12. The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice⁵.

13. 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 the 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.

14. '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.

15. Maintained schools have the power to direct a pupil off-site for education to improve their behaviour⁶. 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)

If the Head Teacher excludes a pupil s/he informs the parents immediately, giving reasons for the exclusion.

At the same time the Head Teacher makes it clear to the parents that they can appeal against permanent exclusions to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond 5 days in any one term.

The Governing Body has a Discipline Committee, which is made up of 3 members. The Committee considers any permanent exclusion appeals on behalf of the Governors. The Governing Body cannot exclude a pupil or extend an exclusion period set by the Head Teacher. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether a child should be reinstated. If the Governor's appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with the ruling.

Behaviour that may initiate exclusion

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.
- Physical assault towards a member of staff or pupil.
- Racial abuse
- Sexual misconduct
- Serious damage to property
- Theft
- Drug or alcohol related behaviour (including tobacco)

Children for whom our trauma sensitive practice may be particularly important

The school acknowledges that a small minority of children may for whatever reason need more support to help them to make the correct choices available to them in order to regulate their own behaviour. This may be especially true of children with or being assessed for an EHCP, those in public care or those who have experienced adversity or trauma. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances, the school will make every effort to use trauma sensitive strategies in order to support the child and attempt to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

DEFINITION of BULLYING (See Anti-bullying Policy)

At St Silas, we consider bullying to be the deliberate, wilful and conscious desire to hurt, threaten or frighten someone. It is the systematic and continuous use of power verbally, physically and psychologically. Bullying involves an imbalance of power, leaving the victim feeling defenceless.

TYPES OF BULLYING

Bullying can take many forms and, as a school, we will not tolerate bullying of any kind. Please also see our anti bullying policy.

The main types of bullying can be identified as:

- Physical - kicking, hitting, pushing, taking belongings

- Verbal - name calling, taunting, making offensive comments
- Indirect - excluding people from groups and spreading hurtful and untruthful rumours
- Cyber bullying - the use of text messaging, emailing, videoing and internet usage deliberately to upset someone else
- Homophobic bullying- name calling, taunting, making offensive comments
- Transgender bullying- name calling, taunting, making offensive comments
- Racist bullying- name calling, taunting, making offensive comments
- Disability-based bullying- name calling, taunting, making offensive comments
- Appearance-based bullying- name calling, taunting, making offensive comments

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Bullying of any type is completely unacceptable in our school under any circumstances. Our children are frequently reminded of this and are instructed to inform a member of staff if they experience bullying in any form. Children should not feel frightened or worried about informing an adult if they have any worries relating to bullying.

As bullying is part of the PSHE curriculum, it is taught in every class to raise awareness of the problems and distress it can cause.

POLICY FOR THE RESTRAINT OF PUPILS

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. Staff are trained in TEAM TEACH. 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
- 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 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

Any other forms of restraint are not acceptable, particularly if they may cause injury to the child. Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

In the event of a serious incident the teacher/teaching assistant must provide a written record for the Headteacher on My Concern. Details must include:

- The name(s) of the pupil(s) and where the incident took place
- The names of any other staff or pupils that witnessed the incident
- The reason that force was necessary – for example, to prevent injury to the pupil, another pupil or member of staff
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how it was applied and for how long
- The pupil response and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to the property

The Headteacher will take responsibility for informing the parents verbally or in writing of any serious incident. Minor incidents should be reported by teachers to parents verbally on the day of the incident. If the child is collected by someone different then a phone call should be made to inform the parents.

If, in exceptional circumstances, a child may need to leave the class or go to their 'safe place' for some time out, the head should be sent for. If unavailable, the most senior staff member available should be called.

If a child should run out of lessons for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The head teacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed

down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school, it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained. Trying to understand why the child felt that they needed to leave the school premises will be central to this process. In addition to trying to solve the cause of the problem, it should be made clear to the child the dangers they are exposing themselves to and how seriously the school views this behaviour.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

PROVISION FOR PROFESSIONAL DEVELOPMENT / INSET / SUPPORT FOR STAFF

Provision for Assimilation by all teaching and non-teaching staff will be through:

- INSET
- Induction of new staff (teaching and non-teaching)
- Inclusion in Staff Handbook

Monitoring

The head teacher will lead the staff in monitoring the effectiveness of this policy on a regular basis, she/he 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.

If, for any reason, a person suspects that any pupil is, or has been, the subject of abuse, the local authority's procedures for responding to such suspicions should take place with no delay and should

precede any other action. Nothing within this guidance should be taken as suggesting any action contrary to child abuse procedures.

REVIEW

The policy will be reviewed through and by consultation with staff, the Headteacher and governors.

Any amendments to the policy arising from the review procedure will go to consultation with staff and governors for approval and ratification.

This policy complies with section 89 of the Education and Inspections Act (2006) and the statutory guidance Behaviour and Discipline in Schools (advice for Headteachers and school staff – 2016)

Links with other policies

This behaviour policy is linked to the following policies:

- Anti- Bullying Policy
- Safeguarding policy
- Dealing with Allegations against staff policy
- PSHE Policy
- SMSC Policy
- Online Safety Policy
- Whistle Blowing Policy
- Complaints and Disciplinary Policy
- Nurture Policy