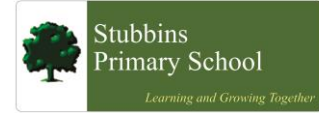


# Stubbins Primary School

## Policy For Behaviour



At Stubbins School, children are at the centre of everything we do.

We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community.

**We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.**

### Introduction

Since 2011, DfE published a number of documents to guide schools on aspects of behaviour, the latest versions of which can be found at [www.education.gov.uk/schools/pupilsupport/behaviour](http://www.education.gov.uk/schools/pupilsupport/behaviour). Notably; **Behaviour and discipline in schools Advice for Headteachers and school staff January 2016.**

These include:

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

In accordance with the Education and Inspections Act 2006, *our behaviour policy sets out the measures we have in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are communicated in writing to all pupils, school staff and parents at least annually.*

The policy includes information relating to:

- The home-school agreement
- The school rules
- Screening and searching pupils
- The power to use reasonable force
- The power to discipline beyond the school gates
- Pastoral care for staff accused of misconduct
- When multi-agency assessment should be considered for pupils who display continuously disruptive behaviour

Our behaviour policy has been written in light of these documents and in consultation with children, parents, governors and staff.

## 1 Statement of Principles

We expect our children to behave well, within the context of a learning structure which includes well-planned lessons and suitably organised classrooms. We believe that behaviour management is not simply about rewards and sanctions, but also about providing engaging, tailored learning experiences, and an environment which is conducive to good behaviour.

Our expectations for good behaviour are based around our mission statement, which is inspired by the statue in our entrance hall (Ophelia Gordon-Bell 'The Challenge') and from a poem by George Washington Carver 'Figure It Out For Yourself'. The basic principles are that:

**We believe that everyone has the capacity to become great if they have the courage to challenge themselves.**

**We all have the responsibility to make this happen by nurturing creativity, enjoyment & ambition; learning and growing together.**

Therefore, anything which compromises a child's capacity to become great by stifling creativity, jeopardising enjoyment or preventing ambition being fulfilled is unacceptable. For example, mocking would stifle creativity, hurting someone would jeopardise enjoyment and disrupting lessons would prevent ambition being fulfilled. Promoting good behaviour is at the centre of our nurturing community.

Whenever unacceptable behaviour occurs, children are encouraged to reflect on why it is unacceptable, and which of these 3 rights are compromised.

## 2 Context

This policy is part of a range of safeguarding policies which are inter-related. These include:

- Care and Control
- Child Protection
- Positive Parenting
- Ant-Bullying
- Attendance & Registration
- Health & Safety
- Single Equalities Duty & Action Plan
- Marking Policy
- Handling Complaints

## 3 Classroom management

### Leading by example.

Appropriate behaviour is modelled and taught by all staff. Adults in school are expected to behave in a way which sets a good example to children. Therefore, whatever behaviour we expect in our children should be exhibited by the staff. The curriculum reinforces the teaching of good behaviour specifically through assemblies, circle time RE & PSHCE, and it will permeate and be referred to in all areas of school life.

### Parental Involvement

Behaviour management strategies work best when supported at home. The class teacher, or in some cases the head teacher, will endeavour to involve parents in any cases of more serious misbehaviour at an early stage. In this way, a child's good behaviour can be consistently encouraged. Parents may be involved at any time in order to ensure that home and school work together. Parents may be communicated with verbally, by letter or by text messaging service. In all cases, parents are welcome to come into school and discuss issues as they arise.

### Behaviour Management Techniques

There are various behaviour management techniques used in school to promote a calm, productive working atmosphere. These include:

- Routines

There are standard bell times for the whole school and each class has a clear timetable, promoting consistency and clear routines. In some circumstances, this may be reinforced by a visual timetable. Class routines are often signposted by 'early warnings' i.e. "In three minutes we are going to stop.", a classroom timer, or by playing particular pieces of music for particular tasks – e.g. tidying up music or carpet time music.

- Seating & Working Groups

Teachers engineer seating plans within the classroom which promote concentration and learning. These may be adapted in order to suit changing circumstances.

- Resources

Resources are placed so as to be easily accessible and to avoid disruption or unnecessary breaks in lessons. Information is communicated clearly to children through the use of posters / whiteboards, interactive whiteboards, displays and prompt sheets.

- Teaching Assistants & Helpers

'Other Adults' help by providing prompts for children, and to refocus, support or challenge.

- Lesson Planning

Lessons are planned in order to provide learning opportunities with the appropriate level of challenge and support. Teachers ensure that the pace and content of lessons engages children, making best use of learning time and reducing 'down time' where distractions and misbehaviour may occur.

- Hand Stop Signal

Throughout our school, the children understand the HAND-STOP signal. Without saying a word, the teacher raises their hand and this is copied by each child resulting in silence and a focus on the teacher.

### **Lunchtimes**

Lunchtime Welfare Staff will apply the same rewards and sanctions. In all cases, the welfare assistant has the responsibility to report incidents to the class teacher at the end of lunchtime. In serious cases, incidents should be reported to the Headteacher or designated senior member of staff immediately.

### **School Council**

Our school council is elected every year to give children a voice in the way the school is managed. They help us by:

- Raising awareness of any behaviour issues which emerge in school.
- Producing posters and reminders to address behaviour issues.
- Being Ambassadors of good behaviour – setting an example to their peers.

## **4 School Rules**

Our Code of Good Behaviour is to:

- Be polite, helpful and kind.
- Work and play hard and challenge yourself.
- Take care of each other, and our school.
- Enjoy life and help make others happy too.

### **Good Manners**

In addition, there is an expectation that good manners are always used, including:

- Greet people with a smile.
- Use a person's name when you talk to them.
- Say 'Please' and 'Thank You'.
- Hold the door for others.

### **School Uniform**

There is a school uniform, which we encourage all children to wear. Included in this, are guidelines on general appearance. Any other decisions are made on grounds of health and safety.

## 5 Rewards

The measures we employ which aim to promote good behaviour, self-discipline and respect include:

- Team points are awarded in house teams and a weekly cup given for the winning team.
- Stickers/Stampers & teacher's comments on completed work.
- Superstar Awards & Certificates awarded for exceptional work or behaviour are presented in Good work Assembly on Fridays. (The children chosen as the week's superstars are given special privileges in some classes.)
- Further certificates may be awarded for participation in clubs or events etc.
- Our celebration assembly each Friday showcases these rewards and promotes a sense of pride and aspiration.
- Each class has a 'Golden Box' where tickets are placed during the week for good work or behaviour, and one is drawn out each Friday to receive a prize.
- Golden Time on Fridays is a reward for a week of good behaviour.
- Our weekly newsletter praises class attendance and publicly celebrates achievements and awards.

## 6 Sanctions

The Headteacher has set out the following measures which aim to regulate the conduct of pupils and determined any disciplinary penalties for breaking the school rules. The law says that teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them.

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.

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

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example on a school trip. Corporal punishment will never be used and is illegal in all circumstances.

The sanctions we employ include:

- Age appropriate reminders and warnings.
- Moving away from friends or distractions in class.
- Writing explanations of their behaviour and how/why they should behave.
- Lines – containing a simple, appropriate message.
- Detentions within school hours (for example: missed playtimes).
- Missing a proportion of Golden Time on Fridays.
- Time out of class to complete work in the office or another classroom.
- Being sent to see the Head Teacher regarding their behaviour.

### Detentions:

Teachers have a legal power to put pupils under 18 in detention. At Stubbins School, we sometimes use detention within school hours as a sanction. The times may include playtimes, lunchtimes and special events such as Golden Time within any school day where the pupil does not have permission to be absent. The Headteacher decides which members of staff can put pupils in detention. Parental consent is not required for detentions. Staff must act reasonably. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet. Staff issuing the detention will ensure that the child is safe.

## **Exclusion:**

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

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

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

## **Outside the school gates**

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

Our response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, will be to investigate and impose the same sanctions as previously mentioned, as appropriate.

In addition, a teacher may discipline for any misbehaviour when the pupil is:

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

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

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

**Where any criminal act is identified, the matter must and will be referred to the police.**

**A 'Stages of Action' document should be read along with this policy which clearly details the way in which sanctions are applied. This is intended to ensure that everyone involved understands the procedures.**

## **7 Preventing bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our first priority but we recognise that emotional bullying can be more damaging than physical.

### **Prevention**

Our response to bullying does not start at the point at which a child has been bullied. We take a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

This policy creates an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

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

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

### **Safeguarding children and young people**

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

### **Criminal Law:**

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

For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

**If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.**

We have an Anti-Bullying Policy which clearly outlines the way in which bullying is tackled within school.

## **8 Confiscation of inappropriate items (includes statutory guidance)**

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

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
  - a. Knives and weapons
  - b. Alcohol
  - c. Illegal drugs
  - d. Stolen items
  - e. Tobacco and cigarette papers
  - f. Pornographic images
  - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

At Stubbins School, confiscated items will be stored in the teacher's desk unless they are considered dangerous, contentious, offensive or of high value in which case they will be stored in the office. Parents will be alerted in such cases.

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

## **9 Power to use reasonable force**

School staff have a legal power to use reasonable force and lawful use of the power will provide a defence to any resulting action. Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

### **What is reasonable force?**

- 1) 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.
- 2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) Schools generally use force to control pupils and to restrain them. - 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. - 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 5) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

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

- 1) All members of school staff have a legal power to use reasonable force.
- 2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

### **When can reasonable force be used?**

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

#### **Schools can use reasonable force to:**

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

## **10 Roles and Responsibilities**

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these

principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

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

Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year

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

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

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

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012] Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

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

## **11 School support systems**

We have systems in place for supporting pupils and their families who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place. These include links with SEN/Inclusion and/ or alternative provision. We work in partnership with a range of external agencies including the local authority and health and social care services.

### **Support for Parents.**

We offer support for parents which begins with informal discussions about how to improve outcomes for children. We are able to offer guidance on how to make behaviour management more consistent at home and school. One such piece of guidance is our leaflet **POSITIVE PARENTING: Encouraging Better Behaviour** Taken from the NSPCC booklet '**Encouraging Better Behaviour**' A practical guide to positive parenting. [www.nspcc.org.uk/parenting](http://www.nspcc.org.uk/parenting).

In the event that initial discussions and advice fail, we can draw on the expertise of other professionals.



**If the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer, considerable harm, the safeguarding policy will be consulted. If the behaviour might be the result of unmet needs, a multi- agency assessment will be considered.**

Governing bodies of maintained schools (with regard to relevant statutory guidance) have the power to direct a pupil off-site for education to improve his/her behaviour so Head teachers may also choose to include reference to when and how this power might be used.

## **12 Complaints Procedure**

We have a Handling of Complaints Policy, which is available from the school office.

With regard to complaints or allegations made against staff members, the following official guidance will be borne in mind:

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

## **13 Consultation, monitoring and evaluation**

This policy has been written in consultation with children, parents, staff and governors.

It will be reviewed on an annual basis, or in light of new guidance.

Date of last review: January 2019

Signed: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ Chairman of Governors