

Behaviour Policy



Policy for Promoting Good Behaviour.

Introduction

Mission Statement

Wider school aims / ethos

At Reid Street we create a culture that enables pupils and staff to excel. We value the autonomy our converter academy status brings, whilst embracing the expectation that we offer a broad curriculum that should be similar in breadth and ambition to that of maintained schools. Our broad and deep progressive curriculum inspires pupils to learn, promotes a sense of enjoyment and fascination about the world and prepares pupils for lives as active members of British society. We endeavour to ensure that, through a well sequenced, incremental curriculum, links are made with previous learning allowing pupils the opportunity to consolidate and extend upon previous knowledge, skills and vocabulary. We value our longstanding high profile within the community and through our 'Topic Front' cover ensure that valuable community links are an integral part of learning.

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British Values, are at the heart of the school's work. Through our commitment to excellence, we ensure that each individual pupil fulfils their potential, takes pride in their achievements and is prepared for the next phase of their education as confident, self-assured learners. Developing resilience and independence are key aims of our curriculum.

Equality of opportunity is our central aim; whilst we embed consistent approaches, we also respond to individual needs, challenging and supporting within the caring, secure and welcoming ethos of Reid Street school. We plan carefully, knowing the context of our community and how we can provide the curriculum our pupils need in order to take advantage of opportunities, responsibilities and experiences in later life. In that way we strive to address social disadvantage and to address typical gaps in pupils' knowledge and skills.

Purpose

Reid Street School seeks, through its Behaviour Policy and its Mission Statement, to develop an ethos wherein good behaviour and discipline, the key foundations of citizenship and education, are promoted and encouraged.

"You are rightly proud of pupils' behaviour across the school. Despite the difficulties faced by many pupils, attitudes and behaviour in the classroom are very good. Only infrequently is learning disrupted by episodes of difficult behaviour. This is because staff have very high expectations and are consistent in their use of the school's behaviour management strategies." Ofsted Inspection 2017.

This policy reflects the school values, philosophy and practice in relation to the promoting of good behaviour. It sets out the framework within which staff can operate and gives guidance on rewards, expectations, codes of conduct and sanctions. This policy should be read in conjunction with the Positive Handling Policy which sets out in detail how to manage challenging behaviour.

This document is intended for all staff with classroom responsibilities, school governors, parents and carers, inspection teams and interested others. Copies are provided to school staff and to the governing body. A copy is kept in the school office and is published, as per recommendations of good practice, on the school website.

The school works in partnership with parents and carers and values the collaboration detailed in the Home School Agreement. (See Parent Handbook).

Aims and Expectations

- To help our pupils to develop as citizens.
- To reward and encourage pupils' good behaviour.
- To help children to understand that they are responsible for their own actions.
- To establish clear procedures for the management of behaviour.

Through our commitment to developing a caring community, staff will encourage pupils to:

- develop a clear vision of what is right and what is wrong
- develop self-respect and self-discipline
- develop respect for one another
- appreciate and share concern for the needs of others
- be honest and trustworthy
- be tolerant and forgiving
- respect the property of others
- develop collective responsibility within our community.

These are the values taught and encouraged from the first day a pupil arrives at Reid Street School such that good behaviour becomes the expected norm and discipline becomes self-discipline rather than something imposed.

When behaviour is not acceptable, every effort will be made to help children to understand: why it is unacceptable; how that behaviour affects others; the damage and difficulties that may have been caused by that behaviour. Children will be expected to ensure that such incidents do not happen again. Where a child has given personal offence, forgiveness and reconciliation will be sought.

Equal Opportunities / EQIAS

At Reid Street School we recognise our responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special education needs and/or disabilities (SEND). Staff receive training around the underlying causes of poor behaviour including attachment, trauma and speech, language and communication needs). Consistency of approaches and fairness are not at odds with reacting to children differently and as individuals.

Health and Safety

In order to comply with health and safety legislation, everyone has a responsibility to ensure that they are conversant with school policy and guidance and cooperate to make the school safe. The senior leaders take seriously their duty of care towards pupils, employees and visitors to the school

Young Carers

Children identified as Young Carers will receive additional support where necessary and have access to the designated Young Carer's leads in school.

Safeguarding

A key consideration in the formation and maintenance of the Behaviour Policy and the practice it details, is the safeguarding of pupils and staff. The policy is written in line with the most up-to-date guidance from Working Together to Safeguard Children and Keeping Children Safe in Education and all relevant updates.

This policy is informed by current research in the subject and by national guidelines – see links in Appendix 1.

Organisation

Rewards – the **positive** side of discipline

We believe that, in any process aimed at promoting good behaviour, the emphasis should be upon a positive approach of encouragement and praise, rather than on negative criticism.

Through a positive approach towards behaviour management, we aim to create a calm learning environment in which pupils can:

- learn and teachers teach
- operate with increasing independence
- grow in confidence and self-esteem
- feel safe and supported
- develop a range of knowledge and skills

Encouraging Good Behaviour

We strive to nurture a positive ambience and working environment within our school with a commitment toward rewarding and praising our pupils' achievements. We shall encourage the development of good behaviour. We regularly praise and reward children, for good behaviour, in a variety of ways.

Whole School

- During whole school assemblies, individual pupils are awarded 'Top Table' certificates chosen by dinner supervisors for excellent behaviour in the dining hall. This entitles them to sit at the 'Top Table' with a friend on Friday, with associated rewards.
- Classes compete weekly to have noted the most 'Random Acts of Kindness', promoting good behaviour and consideration of others.
- Individual pupils, including but not exclusively those with Behaviour Tracking sheets, are sent to the Principal for praise and reward around good behaviour.
- Marvellous Me messages are sent to parents / carers with the 'Most Marvellous' person celebrated during whole school assembly.

Key Stage Two

- Staff may congratulate individual children both verbally and through written comments within pupils' exercise books.
- Pupils are sent to visit more senior staff or the Principal for commendation / reward stickers.
- Staff may publicly praise children within: a group; a class or in whole school assembly.
- Staff may award special stickers, which lead to the award of house team commendation slips. These slips are then presented at KS2 weekly 'House Assembly'. Awards and certificates earned by children outside of school are also celebrated through announcements and re-presentation at House Assembly.
- Other awards within TEAM Assembly are based on pupils demonstrating one or more of the key REID characteristics – Resilience; Engagement; Independence; Determination.
- Award for maths focus on improvements in scores within 'Times Tables Rockstars.'
- Each week a child is chosen, from the slips collected from supervisory staff, to receive the Great Play Award at House Assembly they can go for first dinner.
- A Reading Champion is chosen from one year group each week. They receive a book as a weekly reading award.
- Healthy Lifestyles are promoted via the Activator Award.
- Children are commended in assemblies for positive actions or behaviour.
- Teachers award stickers and stamps for 'trying hard', improvement, good behaviour etc.
- Children's efforts are recognised and celebrated through the prominent, quality display of their work.
- Privileges are earned e.g. children are chosen to undertake special tasks or responsibilities.
- 'Perfect Day' when a treat such as ice-cream or choc ices are given to every child in KS2 in respect of three consecutive days in any week when there are no referrals to the duty teacher.
- KS2 Golden Time is a fun and creativity period when the class have accumulated sufficient Golden Time points. For example, a point is rewarded by a coloured glass pebble being placed in a jar. When the class have collectively earned sufficient pebbles to fill the jar then the class have Golden Time.
- KS2 'Star Pupil' - This award is given to a child who has been a 'shining example' during the week. The recipient wears a special waistcoat with a star badge and is awarded a certificate.

- Good attendance is promoted and celebrated via the Attendance Award given to a class each week. Winning this once achieves a trophy; twice earns a lolly for each pup and three times earns the class extra play.

Key Stage One and Foundation Stage

- Staff may congratulate individual children both verbally and through written comments within pupils' exercise books.
- Pupils are sent to visit more senior staff or the Principal for commendation / reward stickers.
- Staff may publicly praise children within: a group; a class or in whole school assembly.
- Children are commended in assemblies for positive actions or behaviour.
- Teachers award stickers and stamps for 'trying hard', improvement, good behaviour etc. For demonstrating an excellent attitude in lessons, on the playground and for being a kind member of the school, children are awarded gems which contribute to a class collection – rewards are given when the jar is full.
- Children's efforts are recognised and celebrated through the prominent, quality display of their work.
- Other awards within FS/KS1 Celebration Assembly are based on pupils demonstrating one or more of the key REID characteristics – Resilience; Engagement; Independence; Determination.
- Privileges are earned e.g. children are chosen to undertake special tasks or responsibilities.
- KS1 'Star Pupil' - This award is given to a child who has been a 'shining example' during the week. The recipients, one per class, wear a special sash for the week and have a special cushion to sit on in every lesson.
- Handwriting awards in KS1 and FS are presented during KS1 Celebration Assembly. The children have different standards to achieve during each year in order to get the award. In FS the children have to form all their letters from the line, in Year 1 the children have to join their writing and in Year 2 the children have to form, join and size their writing. The first award is a special Reid Street pencil and their name on the award board. Subsequent rewards add further items of stationary.
- KS1 Attendance Award – this is celebrated during an assembly for the best attending KS1 class over the week. The children in the best class have a curriculum treat of their choosing. At the end of the year, the class with the best overall attendance will receive a special summer party.

Codes of Conduct, Rules and Expectations.

Rules are kept to a minimum. All are designed to promote courtesy and good manners, to protect children from injury and to maintain a safe, healthy environment. Children are reminded during assemblies about school expected codes of conduct.

In Reid Street School we expect all pupils to:

- behave in a sensible courteous and co-operative manner towards all people, whether children or adults, in and around the school.
- be aware that everyone matters in our community and that the action of one individual has an affect on others.
- acquire a degree of self-discipline and a willingness to respond positively towards fair and sensibly imposed matters of discipline.
- come into school ready to learn and prepared to cooperate with our school rules.
- be aware that they are individually responsible for the words that they speak and that they should never use language which could offend others.
- walk everywhere inside the building, except when directed to run during P.E. lessons.
- never to re-enter any part of the building during break periods without the expressed permission of a member of staff.
- never to resort to violence or aggressive behaviour, but to bring all issues/grievances to the attention of staff.
- look after each other.

Teachers' powers

- 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 Inspections Act 2006).
- The power also applies to all paid staff (unless the Principal 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 may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to and 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
 - pose 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.

Sanctions

Our school offers a well-ordered environment in which children can learn and develop as individuals. In order to secure those positive 'conditions for learning' staff have at their disposal the following sanctions which are used with appropriate professional judgement for each individual situation and with due regard to the age/maturity and ability of each individual-pupil.

- We have a high expectation of our children and they are expected to participate and cooperate in class. Where children have difficulty cooperating in class they will be asked to move to a place nearer to the teacher or to sit at a table in the room on their own. Children must not be sent outside of the classroom without adult supervision.
- We want the best for our children and we want our children to give their best so that we can continue to help them to improve and develop in their learning. Where a child is clearly not giving of their best in their work in class we may ask them to repeat that work.
- Children are reminded that everyone in our community matters and that the action of one individual affects others. If a child is disruptive in class this clearly has an adverse effect on the harmony of the classroom and on the capacity for their fellow pupils to learn. Where a child is disruptive in class the class teacher will speak to the child communicating disapproval of such behaviour and advising them on how to improve.
- If a child continues to misbehave, the teacher may need to ensure that a pupil works somewhere, within their own classroom, where they are not able to easily disrupt the work of others. for 'time out' – see below.
- Further to this, and following consultation with colleagues, a child may be sent to work with another class teacher for 'time out' - a period of time to allow for reflection and improvement before the child rejoins their own class once again.
- Repeated minor incidents (e.g. low-level disruption) in class or a more serious single incident will be discussed with the appropriate Key Stage Manager. At this point parents/carers may be asked to visit the school to discuss their child's behaviour with the class teacher and to support a plan agreed for improvement.
- Staff must ensure the safety of children in their care at all times. Any pupil who behaves in a manner which undermines the safety of others in class, may be prevented from taking part in further activity with the rest of the class until the lesson is over. In this context it should be noted that 'class' may refer to another venue such as the swimming baths or a place of visit. Depending upon the nature of the breach of good conduct and in consultation with the Key Stage Manager, a pupil may be denied participation in a similar activity for a fixed term period.
- Children are regularly reminded about the importance of appropriate, safe play on the playgrounds. Children who engage in unacceptable behaviour or activities which may undermine the safety of others may lose playtime including lunch hour playtime.
- Fighting or 'pretend fighting' is unacceptable behaviour and will normally lead to the loss of playtime.

- Participation in any school trips or sports events, **which are not an essential part of the curriculum**, may be withheld.
- Parents may be contacted to discuss issues around continued poor behaviour or for a single serious instance of poor behaviour across the school day. Parents will be invited to work in partnership with the school in finding ways of improving the behaviour of the child.
- To provide a step before fixed term exclusion, repeated incidents of unacceptable behaviour in class or across the school day, may result in **internal exclusion**. The child will complete their classwork in another classroom under the supervision of another teacher. Playtimes and lunchtimes will be spent with the duty teacher. Parents will be informed of this procedure and will be asked to bring their child to the office through the front entrance at the start of each day and to collect them from there at the end of each day. Internal exclusion is not a 'statutory exclusion' and is not subject to the reporting requirements of statutory exclusion. It is 'internal to the school' and the child does not miss any statutory education and continues to receive the standard 'present' mark on the school attendance register.
- Repeated instances of unacceptable behaviour, during the lunch hour, may result in a child receiving a **fixed term exclusion, from school, over the lunch hour period**.
- Repeated instances of unacceptable behaviour across the school day, or a single incident of more serious poor behaviour (particularly, but not exclusively where either violence, defiance or foul language is involved) may result in a **fixed term exclusion***. The fixed period may be anything from half a day up to fifteen school days. The limit on fixed term exclusion is a total of 15 days in any single term. There are statutory reporting and recording arrangements for fixed term exclusions. Parents may appeal to the governors about fixed term exclusion. Governors may not overturn the Principal's decision to exclude but may place a note on the child's record.
- As a **final sanction** against unacceptable conduct a child may be **permanently excluded*** from school.

*See Sections 12 and 13 below

Hierarchy of intervention, support and sanctions

An agreed whole school 'stepped' approach towards the issue of managing incidents of poor behaviour in lessons is in place in Reid Street School. This stepped approach is very important. It ensures consistency across the school with all teachers responding in an agreed, uniform, manner and ensures that pupils have a clear understanding of the consequences of continuing with poor and/or disruptive behaviour.

Ideally children should have an opportunity to acknowledge and adjust their own poor behaviour before the class teacher begins on the stepped approach.

Pupils who have been shown how to use it, are able to access the Sensory Room independently when they feel they need to, thus self-regulating and avoiding the potential escalation of behaviour that may result in sanctions.

Here are some examples of strategies aimed at encouraging pupils to acknowledge and adjust their own poor behaviour. Teachers will have further ideas of their own.

Proximity Praise / Reward – (positive reinforcement)

Where a pupil is not cooperating with the school or classroom rules:

- first check to ensure that the pupil can adequately cope with the activity being undertaken.
- praise other pupils, sitting in close proximity, who are complying with what is expected.
- praise the pupil requiring re-direction at the moment that they begin to cooperate.
- in the event of further lapses, prompt or redirect the pupil to return to the appropriate behaviour that they modelled earlier.

Reinforcement of class code of conduct / rules

- Refer to the class rules. These will have already been agreed with the cooperation of all pupils and will be clearly on display within the classroom.
- Talk through the reasoning underpinning the rules and why it is so important for all members of the class to observe them.
- Emphasise the harm caused to others through pupils not following the class rules.

If this approach is unsuccessful then the effort and learning of other pupils within the classroom may be disrupted. This will clearly have an adverse effect on the harmony of the classroom and on the capacity for all pupils in the class to learn.

The following steps should then be worked through. These must be clearly displayed within every classroom. Progression through the stages is recorded within a weekly class behaviour record kept by each class teacher.

Whole school agreed Steps.

Important: Class teachers may, at their individual discretion, move to later stages of the stepped process without passing through intermediate steps if they judge a child's behaviour to warrant such action. They may also decide to repeat a step before proceeding to a later step.

These steps are displayed in all classrooms and shared with pupils.

Classroom based Steps (1-7)

1. A warning is given indicating that a pupil will be embarking upon the 'stepped process'.
2. If poor behaviour continues the pupil concerned will be told that they must remain behind in class for one minute at playtime.
3. Should poor behaviour continue the pupil would be told that they must remain behind in class for a further minute at playtime.
4. If behaviour still does not improve, the pupil will be sent to either an adjacent colleague, a Vice-Principal or appropriate Key Stage Manager for supervised 'Time Out' (see below).
5. If behaviour does not improve on returning to the classroom, the pupil will complete a 'Think Sheet', under the supervision of the indoor duty teacher. (see below)
6. Should poor behaviour continue, a pupil can be sent to complete their class work under the supervision of another class teacher providing further 'time out' for closure/reflection.

7. Should poor behaviour continue after this point, the Vice-Principal / Key Stage Manager will make arrangements for parents/guardian to discuss their child's behaviour with the class teacher.

'Time Out'– a child may be sent to an adjacent colleague, the appropriate Key Stage Manager or the Vice Principal with a timer for a set period of time. This brings closure to the situation in class and allows the child time and space to reflect upon their behaviour. They will be asked to stand quietly near the doorway until the timer runs down before returning to their own classroom.

'Restorative Practice Think Sheet' – a child will be given a specially designed sheet to complete alongside the duty teacher at playtime or lunchtime. The duty teacher will ensure that the child knows what is expected in completing the sheet. The child will be asked to indicate:

- *What happened*
- *Who was affected*
- *How to 'put things right'*

Upon completion the teacher will assess the pupil's responses to ensure that appropriate thought and reflection has been given and will add a comment.

The following stages – (8-13) go beyond the classroom 'stepped' process

8. Following consultation with parents/guardian a child may be placed on 'Home-School Reinforcement Tracking'. In many schools this is known as 'Behaviour Tracking'. This involves a specially designed behaviour monitoring form, which is completed by the class/set teachers and sent home each evening for the parent or carer's comments. 'Home-School Reinforcement Tracking' is reviewed alongside parents or carers at agreed intervals.
9. **Meeting with parents/carers**

Parents/carers are invited in to school to discuss their child's behaviour with the class teacher and Key Stage Manager whenever three successive Think Sheets have been completed (and at other times when deemed appropriate). Pupils may also have completed one or more interim and/or extended Think Sheets.

10. Following two such parental meetings (therefore 6 Think Sheets) a child may be placed upon an **'increased tariff'** sanction. The intention of this sanction is that the child is helped to realise the seriousness of continued Think Sheets. Accordingly on increased tariff one incident leading to a Think Sheet no longer results in just a single day's loss of playtime. The first subsequent breach of acceptable behaviour leading to a Think Sheet results in a pupil losing one day's playtime with a clear warning that the second subsequent Think Sheet will mean that the pupil loses three days and the next and any further incident of poor behaviour leading to a Think Sheet, during that term, means that the pupil loses five days. Increased tariff is normally invoked after three parental meetings when nine Think Sheets have been issued. It is however at the discretion of the Vice Principal / Key Stage Manager to invoke this sanction earlier if behaviour is deteriorating rapidly.

11. Internal Exclusion

A pupil can be temporarily moved to another class under the supervision of another class teacher for a defined period of time for serious instances of poor behaviour which fall short of invoking fixed-term exclusion. Parents are invited in to discuss the serious breach(s) of acceptable behaviour and are informed that a repeat of such behaviour could result in fixed-term exclusion. This sanction may also be used for

continued, deliberate breaches of jewellery, uniform or extreme hair-style policy until such time as the pupil complies once again.

12. Fixed-term or Permanent exclusion by Principal or Acting Principal.

13. Permanent exclusion by the Principal or Acting Principal.

Important: Although these later sanctions are recorded hierarchically, they are not necessarily sequential. The Senior Management Team of the school may invoke any stage at any point should they in their judgement feel that behaviour merits this.

14. Where appropriate, the school will seek support and advice from, and work in cooperation with, other local agencies to assess the needs of pupils who display continuous disruptive behaviour. Sometimes this may mean staff feed into new assessments of a child's needs, finding them a more suitable placement and helping them to make a positive transition. The school works within the LA Vulnerable Pupil protocols around Fair Access, Managed Moves etc.

Exclusions

- Only the *Principal or Acting Principal* has the power to exclude a pupil from school. An internal exclusion (stage 11 of sanctions) does not fall within the definition of a fixed-term (FTE) or permanent exclusion (PE) which both require adherence to standard letters and statutory procedures.
- The Principal may exclude a pupil for one or more fixed periods up to a total of 45 days in any one school year (15 per term).
- The Principal may also exclude a pupil permanently.
- The law does not allow for extending a fixed-term exclusion or 'converting' a fixed-term exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-term 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-term exclusion.
- The parent/guardian of the pupil must be informed immediately exclusion occurs.
- The parent must be informed of: the period of exclusion; the reason for exclusion; that an appeal can be made to the governing body about the exclusion; the way in which the appeal can be made.
- The governing body has a 'Discipline Committee' which is made up of three core members (others may be involved as appropriate). The committee considers any exclusion appeals on behalf of governors.

Searching and confiscation

As government guidance makes clear, the Principal and staff authorised by them have a statutory power to search pupils or their possessions, with or without consent (following clear governmental guidance) where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for the items listed above.

The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which can be searched for.

Pupils are not allowed to bring mobile phones or other devices (such as tablets) into school; they are a banned item at Reid Street therefore can be searched for under these powers.

Force cannot be used to search for items banned under the school rules.

School staff can seize (confiscate), retain and/or destroy - as appropriate - any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Mobile phones or similar devices handed to staff, or found via a search, will be kept locked in the school office until the end of the day when they will be returned directly to the parent.

- Alcohol, fireworks and tobacco or cigarette papers will never be returned to a pupil but will be disposed of by staff.
- Controlled drugs, weapons or items which are evidence of an offence will be delivered to the police as soon as possible. Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- Any article that has been (or could be) used to commit an offence or to cause personal injury or damage to property may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Stolen items may be returned to the owner or delivered to the police as soon as possible.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data files, if they think there is good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a 'good reason' for examining or erasing the contents of an electronic device:

- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

A pupil refusing to co-operate with such a search will lead to an appropriate disciplinary penalty.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child and there is no legal requirement to make or keep a record of a search. However, staff will always contact parents to discuss issues that arise from a search relating to their child. The school will always inform an individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

Accusations made against a member of staff or volunteers / visitors in school

The Safeguarding and Child Protection Policy and the Whistle Blowing Policy make clear the procedures for adults to report concerns about a colleague or volunteer / visitor in school. However, a complaint may be made by a pupil in school against a member of staff, volunteer or visitor. This will be investigated thoroughly using the processes outlined in the two stated policies, with reference where necessary to the staff Code of Conduct and / or the Teachers' Standards.

Where it becomes clear that a pupil has made a malicious allegation against a member of staff, volunteer or visitor, there will be an appropriate sanction.

Ensuring Good Behaviour at Playtimes

- Staff, including Supervisory staff, and carefully chosen pupils are trained as Activators to encourage and support positive physical activity during lunch times.
-
- The duty staff check that children do not bring footballs from home onto the yard and that any item of play equipment has been authorised by the Key Stage Manager.
- The duty staff look out for situations which could develop into conflict.
- Aggressive or boisterous play must be stopped, as must any activity which is unsafe.
- Children must not play 'pursuit and grabbing' type games such as 'bulldog' on the crowded yard.
- Any activity involving vaulting over or grabbing and swinging of other pupils must be stopped. Children must not engage in gymnastics (handstands, cartwheels, somersaults etc).
- Where children complain about the behaviour of another pupil or where children become argumentative or quarrelsome with each other, the duty teacher should speak to those involved and should warn those giving offence of the need to change their behaviour.

- The duty staff may give a warning for inappropriate behaviour or may require a child to remain under the supervision of the duty teacher on the junior corridor for some of or the remainder of the break period.
- The staff on yard duty must inform the pupil's class teacher of such incidents. The class teacher will then remind the child/children about the need to learn from the incident and reinforce the need for them to improve their behaviour at the next playtime.
- Where an incidence of fighting occurs, the teacher on yard duty should ascertain the facts surrounding the incident before referring both parties to the Key Stage Manager or Vice-Principal. At the end of the playtime, the teacher on yard duty should give the details of the incident to the appropriate Key Stage co-ordinator or Principal.
- **Children are reminded that they must never use violence or the threat of violence in any situation.** In particular we remind children not to retaliate if someone acts in this way towards them but to refer any issue or incident to a member of staff.

Lunchtime

- The supervisory assistants follow the guidelines for playtime as outlined above during the lunch period. They reward and promote good behaviour with praise and 'Great Play' slips and through the award of a place on the 'Top Table'. It may be necessary to refer a behaviour issue to the lunchtime duty teacher for full investigation.
- Repeated instances of poor behaviour, or a single serious incident of poor behaviour, may result in a pupil being excluded from school during the lunch period.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of threatening, hurting, bullying or intimidation has taken place, we act immediately to stop any further occurrences and to comfort and support the victim. Should a perpetrating child repeatedly act in these ways, the school will contact parents in order to arrange an appointment to discuss ways of improving the behaviour of the perpetrating child.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting, upskirting and initiating/hazing type violence and rituals.

Staff are aware and vigilant in regard to the possibility of peer on peer abuse. Acceptable behaviours are regularly reinforced and unacceptable conduct challenged.

We shall do everything in our power to ensure that children attend school free from fear.

(See Anti-Bullying Policy).

Racial / Homophobic Harassment

Our Single Equality Plan, which outlines a series of protected characteristics for which direct or indirect discrimination are illegal, reflects the school's core values and ethos:

- Every child should have opportunities to achieve the highest possible standards to help them prepare for the next stages of their education and for life in society beyond the primary school.
- Every child should be helped to develop an open and confident sense of personal and cultural identity that is open to change and is receptive and respectful towards other personal and cultural identities.
- Every child should be helped to develop the knowledge, skills and understanding they need to enable them to participate in Britain's multi ethnic society.

Should racial or homophobic harassment be reported (as it is perceived by the victim or witness) or identified, discussion will take place with all parties involved initially at class teacher level. A written record will be kept via a tracking sheet (to enable monitoring of possible trends) and via the school CPOMS. Parents will be informed.

The Principal must be informed of all incidents of racial or homophobic harassment.

Racial or homophobic harassment will never go unchallenged and this will be explained to the child/children involved. It will be made clear that this type of behaviour is unacceptable.

Parent Partnership

- Parents sign a 'Partnership Agreement' when their child starts at this school in which they agree to support the school in matters of discipline as outlined in this policy.
- We believe in involving parents earlier rather than later where a child's behaviour begins to cause concern.
- The school will never take the decision to involve parents lightly and parents are asked to respect our judgement in this matter.
- Parents must note that the code of conduct and acceptable behaviour at this school may be different to that expected elsewhere out of the school.

Nonetheless the Principal and staff of this school are the arbiters of what is acceptable in terms of language, manners and conduct.

This is at the heart of the school's high standards. Parents are expected to recognise and support the school in maintaining those high standards.

- We want our children to experience the best models of good citizenship, conduct and behaviour within the learning environment of their school.

Roles and Responsibilities of Staff and Governors

The Governing Body:

- monitors the policy and its implementation in school.
- ensures that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promotes a whole-school culture where calmness, dignity and structure encompass every space and activity.
- follows good practice to prepare, and from time to time review, a written statement of general principles re behaviour.
- is able to identify particular issues with regard to discipline which the Principal is then required to address.
- maintains a pupil disciplinary committee.

The Principal:

- is required to have regard for the governing body's statement of general principles in preparing the discipline policy for the school.
- establishes the standard of behaviour expected by pupils at the school.
- Determines the school rules and any disciplinary sanctions for breaking the rules.
- implements the policy.
- publishes the policy.
- records all reported serious incidents of misbehaviour.
- reports to the Governing Body on the implementation of the policy.
- or the Acting Principal, has the authority to exclude a pupil from school.

All Staff:

- will provide a safe, stimulating learning environment in which children can feel happy cared for and secure.
- will provide a positive role model for children to follow.
- will respect the dignity of each child in their care.
- ensure that school rules are enforced with their own class and that the children behave appropriately during lesson time, assemblies, and during their periods of yard supervision.
- treat each child fairly and consistently. They will treat all children in their class with respect and understanding.
- provide annual written reports to parents about the progress of individual children in their class. Information is also shared at Consultation Evenings and Drop Ins. The class teacher may also contact parents through the course of the school year to discuss behaviour or welfare.
- liaise with external agencies as appropriate, including multi-agency involvement around EHCPs, EHAs and PEPs.

- contribute to and pay due regard to One Page Profiles in order to best plan for and support pupils with specific medical, social and emotional and behavioural needs.

Supervisory Assistants:

- attend training to further develop their professional skills.
-
- supervise the children during the lunchtime break according to the guidelines.
- maintain order, reminding children about the standard of behaviour expected.
- refer misbehaviour to the lunchtime duty teacher where necessary.

Pupils:

- are responsible for their own behaviour both inside school and out in the wider community.
- are responsible for reporting any unacceptable behaviour to a member of staff.

Parents:

- are responsible for the behaviour of their child(ren) inside and outside of school.

Monitoring

As with the implementation of any school policy, the impact of the behaviour policy will be monitored carefully by the governing body. Any undue over-representation of a particular group of pupils will be investigated to ensure that the policy does not discriminate against them, either directly or indirectly. The Principal will monitor the effectiveness of the behaviour policy regularly and, if necessary, will make recommendations for further improvements.

The school notes incidents of misbehaviour in several ways. The teacher on playground duty notes any incidents over break time and passes information on to class teachers. The supervisory assistants inform class teachers in the first instance or members of the Senior Leadership Team where necessary, about incidents which occur over lunchtime. All teachers involved in both playtime and lunchtime indoor duties complete the record sheets for filing within the Behaviour File. 'Think Sheets' are logged and dated and the Behaviour File is monitored at least weekly by the Vice Principal to ensure that all records are complete and that all parental meetings (following the issuing of a third successive Think Sheet) have taken place and also to discuss the outcomes with class teachers. The Vice-Principal will log any incidents, as appropriate, in the 'Bullying Log'. The Vice-Principal also maintains the 'Racist Incident' log. These records are made and kept using the school's CPOMS.

Reid Street Primary School - Positive Handling Policy

Power to use reasonable force

"Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom." *DfE Behaviour and discipline in schools. Advice for headteachers and school staff. January 2016.*

This policy has been devised collectively by our staff to support and guide our understanding of when and what physical contact is appropriate, and how we can keep everyone safe when managing challenging behaviour. This policy forms part of our Behaviour Management Policy.

In November 2007* the Department for Children, Schools and Families stated clearly for the first time that, '*...no school should have a policy of no physical contact.*' This was re-iterated in April 2013 in the DfE's 'Myth Busting' publications: *Myth: It is better for a school to have a 'no touch' policy so that teachers are not accused of acting inappropriately if they have physical contact with a child. Fact: No. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards pupils, or prevent them taking action needed to prevent a pupil causing harm. It is not illegal for a teacher to touch a pupil. There are occasions when physical contact with a pupil is proper and necessary, for example to demonstrate how to use a musical instrument or to give first aid. Teachers also have a specific legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. If the force used is reasonable the teacher will have a robust defence against any accusations.*

* *The Use of Force to Control or Restrain Pupils*, DCSF (Nov. 2007).

We believe that there are circumstances in which physical contact is necessary in order to meet the emotional, safety and care needs of children. Research has established that physical contact is important in developing relationships. The circumstances depend on the age, understanding and individual needs of the child. The paramount consideration is the welfare of the child. This policy is intended to safeguard the welfare of the child and protect staff by describing the circumstances in which physical contact may be necessary, and how we can act safely and preserve the pupil's dignity.

Policy Statement

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy. Any parents wishing to view this policy may do so on request.

Introduction

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. Restraint means: to hold back physically or to bring a pupil under control. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 93 of the Education and Inspections Act 2006 describes the circumstances in which teachers and others authorised by the Principal may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are: to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance in this school. It should be considered alongside most recent national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

School Expectations

The Senior Leadership Team takes seriously its duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by senior leaders. This policy has a clear focus.

Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence poor behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development and maintenance of systems to support them by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about the school's code of conduct, rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Modifications to Environment

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. See above re the Sensory Room.

Help Protocols

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may

mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

Well Chosen Words

A well chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Emphatically telling people to calm down can actually wind them up. Pointedly telling people what they have done wrong can make things worse. The only purpose in communicating with an already angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

The Last Resort Principle

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect trained staff to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced.

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

Unreasonable use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. Health and safety and any requirements in relation to safeguarding and pupil welfare are ensured in such a situation.

Positive Handling Training via 'School Staff Safety Training'

It is the policy of Reid Street School that all staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Positive Handling, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. Further details of the Positive Handling training used by school can be found on the website <http://positivehandling.education/learning/>

Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school and policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important too.

When considering a pupil's behaviour, staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Risk Assessment

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member,

their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this, the correct decision is to hold back from the physical controls.

Getting Help

At this school the following support structures are in place:

- My Targets, One Plans and Behaviour Support plans (or successor/equivalent documents) kept on file in each classroom to ensure all relevant information about each pupil is available to all members of staff working with them.
- Whole Staff and Key Stage meetings to update staff on current issues and share information.
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- SLT debrief sessions with staff concerned following a serious incident and involving the pupil(s) as appropriate, to reflect upon how crisis was managed by all involved and to identify any points for review or learning.
- Weekly DSL / SENDCo supervision to discuss issues that have arisen and/or plan for potential events.

Team around the Child Meetings / DSL Supervision

Risk management is regarded as an integral part of behaviour management planning. Staff involved in the development of support plans for individual pupils will meet to share information, discuss what works well and identify ways forward, particularly following specific incidents or signs of deteriorating behaviour. The SENDCo / DSL / DT for LAC will be involved where appropriate, with consideration given to My Targets, One Plans and EHCPs where necessary.

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there will be unforeseen or emergency situations in which staff have to 'think on their feet'. It is not enough to routinely apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversionary or de-escalation techniques in preference to physical interventions. They should only use the positive handling techniques and methods approved for use in this school. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

The Post Incident Support Structure for Pupils and Staff

Following a serious incident, it is the policy of this school to offer support to all involved. People need time to recover from a serious incident. Until the incident has passed the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage.

This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships. To this end, a Positive Handling Review form will be completed. This will look to: identify triggers; detail the impact of the incident; plan for next steps; gain the pupil's perspective and record staff views.

Recording

All incidents involving positive handling on the part of a member of staff must be recorded via CPOMS, including attachment of the Positive Handling Review form. Whilst not required by law, parents are contacted to notify them of the incident. For more serious incidents where positive handling techniques have resulted in physical injury or attempted physical injury to the staff involved or where the need for positive handling restraint has resulted in a mark or injury to the pupil then the incident must be recorded on an Incident Report Form in addition to including it in CPOMS. The incident sheet is stored as a paper copy and in a secure area of the academy's management IT storage.

Staff should:

- Read through the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all forms.

Follow Up

Following an incident, consideration may be given to conducting a further risk assessment, reviewing support plans, the behaviour management policy or this positive handling policy.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2016
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2017 updated) Preventing and Tackling Bullying

- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2028) 'Mental health and behavior in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019
- HM Government (2019) Reducing the need for restraint and restrictive intervention.

Other Relevant Policies

This policy should be read in conjunction with the following school policies

The latest versions of 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'

The Safeguarding and Child Protection Policy

The Anti-Bullying Policy

The SEND Policy

The Accessibility Plan

The Equality Objectives

The Whistle Blowing Policy

The staff Code of Conduct

The Acceptable Use Policy

This policy was implemented in October and will be next reviewed in July 2022 (or before following updates to national policy and guidance).