

**Stockton-on-Tees Borough Council**

**Thornaby CE Primary  
School**

**Behaviour Management  
Policy**



**Mission Statement:**

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Walking and learning with faith in the footsteps of Jesus

**Adaptations in Red to Support Phased Re-Opening Following COVID19 (please also see Use of Reasonable Force Policy addendums on Front Cover) – May 2020**

We aim for Thornaby Church of England Primary School to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development. We are a caring school where children and adults feel they can make a contribution and are valued as individuals. We strive to create and maintain close partnership between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

### **The purpose of our behaviour policy is:**

- To help us maintain a consistent approach which supports the aims and values of the school.
- To create a positive and orderly atmosphere which supports teaching and learning.
- To create a safe, secure **environment** for children and staff through the clarification of expectations, roles, rights and responsibilities.
- To ensure consistent implementation of this policy from all staff especially in the delivery of rewards and sanctions.
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour.

### **At Thornaby Church of England Primary School we:**

- Use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours.
- Take a personal interest in the progress and welfare of every child.
- Expect all staff to take responsibility for promoting good behaviour at all times.
- Expect all staff and visitors to the school to act as positive role models.
- Seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child.
- Always take unacceptable behaviour seriously.
- Believe that it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties.
- Seek to identify and address any persistent difficulties.
- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach.
- Greet children warmly regardless of any undesirable events on the previous day.
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background.
- Ensure that vulnerable children - such as those with special educational needs, physical or mental health needs - receive sensitive and well-matched behavioural support.

## **The Code of Conduct.**

At Thornaby Church of England Primary School the Code of Conduct is part of our Home-School Agreement. Children are asked to make an effort to follow the school's Code of Conduct. It is displayed around school and is simplified to the main headings for younger children.

At the beginning of each school year, the class teachers and teaching assistants go over the Code of Conduct with their class to ensure all children are familiar with it.

Children should be reminded of the Code of Conduct regularly and all staff should take responsibility in ensuring that children follow the code.

## **Roles and Responsibilities.**

At Thornaby Church of England Primary School, we believe that all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

### **Staff:**

- Class teachers endeavour to ensure that their children behave well at all times, following the Code of Conduct.
- Teachers contribute to the open door policy for parents and deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.
- Staff keep a record of significant incidents/log of behaviours for identified children which is monitored and reviewed by the Leadership Team.
- Teaching Assistants and Midday Supervisors support the teaching staff in the above.
- The Head teacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

### **Parents:**

- Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important that teachers can gain the full support of parents when dealing with any child's behaviour as documented in the Home/School Agreement (**see appendix 1**)
- We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the Head teacher or Deputy Head Teacher, who will take appropriate action.
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher.

### **Governors:**

- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing the effectiveness of the policy.
- The Governors support the Head teacher in carrying out the policy.

## **Thornaby Church of England Primary School – Behaviour Descriptors Grid.**

Our overall aim is for all children to make a significant and positive contribution to school life and be an excellent role model to others at all times. We aim for a healthy balance between and a positive attitude towards rewards and sanctions to encourage good behaviour which is clearly documented in our behaviour grid (see appendix 2).

The behaviour grid is used for guidance and every incident needs to be considered on its own merits. It considers behaviour in the classroom, around the school, on the playground and when out representing the school (e.g. on a school trip/visit; when wearing the school uniform to and from school).

**See Appendix 3 for full Behaviour Improvement Strategy.**

However, there will be occasions when children exhibit behaviours or involve themselves in situations that are not acceptable. This may include failure to follow social distancing procedures or instructions from staff related to safety for themselves and others.

Such behaviour will generally be exhibited in extreme situations and by children who may already have severe behavioural and emotional difficulties. However, in this phased return period any child who exhibits these behaviours will be risk assessed by the bubble lead and the class teacher. This may lead to the withdrawal of a school place if the behaviour affects the safety of others. Please also see Reasonable Force Policy for information during the phased re-opening.

### **PSHCE and School Council.**

Each class has time for PSHCE (Personal, Social, Health, Citizenship Education). During these sessions we follow the primary curriculum and SEAL (Social and Emotional Aspects of Learning) programme as well as discussing issues causing concern, the impact of the problems and how we might go about solving them. Each KS2 class has 2 representatives on the School Council. The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues/projects.

### **Supporting children with additional needs.**

Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children they may have a specific underlying condition/need which should be taken into account. Approaches used to support these children could include:

- Discussion with the child about their behaviours.
- Continued involvement from and liaison with parents.
- Close liaison with the Special Educational Needs Co-ordinator (SENCo)/Deputy/Head teacher.
- Work suitably differentiated to match the child's needs.
- Providing additional support in liaison with the SENCo.
- Involving external agencies.
- Implementation of a behaviour plan.
- Investigating options for alternative provision (dependent upon criteria, availability etc.)
- Any approaches used will be reviewed regularly and adapted as necessary.

**Bullying.**

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying will be dealt with very seriously.

**Attendance.**

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

## **Racial Harassment.**

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to children that such practices are unacceptable and will not be tolerated.

## **In the Playground.**

At lunchtimes and playtimes, our staff's main purpose is to keep our children safe and following the Code of Conduct.

- For 'unacceptable' behaviours the lunchtime staff should follow the same guidelines as class teachers.
- If the matter is 'dangerous/severe' the child(ren) should be taken to their class teacher/s who will decide if more senior teachers need to be involved.

## **Resolving problem.**

Being fair is of utmost importance. Following an incident, all staff must ensure they have listened to both sides and sought witness accounts where possible. Any child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied.
- Accepting responsibility for the harm caused to others.
- Recognising the need to take action, to begin to repair the harm caused.
- Agreeing a range of actions - in conjunction with all those involved - which will be monitored over an agreed period of time.

## **Screening and Searching.**

Certain items are prohibited at Thornaby Church of England Primary School. The staff reserve the right to screen all children for banned objects - this may involve asking them to turn out their bags or searching children's trays (for more detailed information about this and confiscation and disposal see **Appendix 4**).

## **Use of Physical Intervention**

At Thornaby Church of England Primary School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children the use of restrictive physical intervention may be needed. Two members of staff are trained in 'Team Teach.' Any incidents of physical intervention must be entered into the incident log.

## **Exclusion.**

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this

occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve. Exclusions whether fixed term or permanent can only be imposed by the Head teacher or in his/her absence a designated representative, normally the Deputy Head teacher. Where exclusion is used the school conforms to local authority and DfE Guidance. If a child is excluded for a period of less than 5 days the school will provide work - it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion). From Day 6 of an exclusion, temporary alternative arrangements for schooling, will be made for the child. In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

### **Behaviour beyond the school gate.**

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Thornaby Church of England Primary School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Thornaby Church of England Primary School children.

### **Allegations.**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Authority Designated Officer (LADO) and dealt with using the local authority procedure.

### **Success Criteria.**

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed in the school.
- All children, staff, parents/carers and all associated adults know and understand the Code of Conduct and adhere to it.
- Expectations and standards of behaviour are consistently high.
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development.
- Parents feel that the school deals effectively with unacceptable behaviour.
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promotes a positive approach.
- Visitors are made to feel welcome by children and staff.

### **Communicating the Behaviour Policy.**

The Behaviour Policy is available on the school's website and can be given in paper form if requested.

## **Strategies for children in transition.**

New children will be made aware of expectations via the Home/School agreement which will be discussed with them in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the Code of Conduct and are aware of the systems for rewards and sanctions.

## **Monitoring and Review.**

The success of the school's Behaviour Management Policy and provision is evaluated through school self evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (including the Head teacher)
- Analysis of tracking data for individual children and for cohorts (class and individual logs)
- Termly Inclusion Reviews on particular groups of children such as vulnerable, SEN, LAC, those with a disability)
- Analysis of exclusions data.
- The School Improvement Plan (SIP), which is used for planning and monitoring provision within the school.
- Feedback from children, parents and staff, both informal and formal (including meetings and surveys)

Social Distancing - During the return to school period, we will endeavour to ensure all children follow the appropriate social distancing 2 metre rules. The building will be organised to make this easy for children to understand and follow. Visual reminders will be located around the building and floor markers present in high traffic areas. Children who knowingly fail to follow the social distancing guidelines or who persistently breach the social distancing guidance on purpose may have their offer of a place withdrawn. This will be determined by the Head Teacher/Deputy Head Teacher after a risk assessment has been completed.

We will also monitor the behaviour of children who persistently compromise the safety of other children and staff by failing to following the routines and procedures established as part of the school risk assessment. This may include a failure to comply with instructions, leaving an allocated pod are on purpose or running away from adults. Incidents of this nature will be discussed with parents immediately and if suitable and acceptable behavioural improvements are not made the offer of a place may be withdrawn.

# Appendices.

## Appendix 1



### Thornaby Church of England School Home/School Agreement.



Thornaby Church of England Primary School has a home school agreement, which you will be asked to sign. It sets out the school's responsibility towards its pupils, the responsibilities of the pupil's parents and what the school expects of its pupils.

The aim is to strengthen the partnership between home and school and makes clear the respective roles and expectations.

#### **The school will make every effort to:**

Provide a safe, caring, supportive environment for the children.

Ensure your child receives the legal entitlement of a broad and balanced curriculum.

Ensure your child achieves their potential.

Promote high standards and high expectations of effort, attainment and behaviour.

Promote a policy of assertive discipline in which good behaviour is rewarded and poor behaviour results in clear, consistent sanctions.

Provide properly planned weekly homework opportunities which are realistic, achievable and related to work in school.

Provide opportunities for extra-curricular activities.

Provide a written report informing you of your child's progress with his/her class teacher at least once per year and provide opportunities for you to discuss your child's progress with his/her class teacher at least twice per year.

Work in partnership with parents in resolving any problems/issues at school.

Deal with parental concerns promptly and inform them of how they have been resolved.

Keep parents well informed about school life and special events through regular newsletters and correspondence.

**Signed:** \_\_\_\_\_ **Head Teacher.**

**Parents/Carers will make every effort to:**

Support the aims of the school.

Ensure their child attends regularly and on time. (School starts at 8.55.am.)

May sure that any absence of my child from school is explained by a telephone call before **9.30am**.

Ensure their child wears the school uniform and follows the school dress code.

Support the schools policy on personal appearance which forbids the wearing of jewellery and encourages only sensible hairstyles.

Encourage their child to follow the school's Code of Conduct.

Support the school's behaviour policy and co-operate fully with any behaviour procedures should they become necessary. (E.g. target setting, reviews etc.)

Attend any parent consultations, reviews, assemblies or events which involve their child.

Ensure their child completes any homework and returns it on

time. Read regularly with their children.

Keep the school informed of any changes in circumstances (e.g. address, phone number, emergency contacts etc.)

Inform the school of any problems that may affect their child's learning or behaviour.

Organise family holidays in the normal school holiday times, but where this is not possible, avoid the beginning of the new school year and the times when statutory tests are undertaken.

**Signed:** \_\_\_\_\_ **Parent/Carer**

**Children will make every effort to:**

Follow the school's Code of Conduct.

Follow instructions.

Be polite and well mannered to everybody.

Let an adult know if there is a problem.

Complete and return homework on time.

Be prepared for learning. (Arrive on time, with the right equipment e.g. PE kit etc.)

Contribute to lessons and listen when spoken

to. Stay on task.

Avoid disturbing others.

'Own up' if things go wrong.

**Signed:** \_\_\_\_\_ **Child.**

## Appendix 2

### Thornaby Church of England Primary School - Behaviour Descriptors Grid

This grid is aimed at helping children know what is expected of them and for staff to ensure they use a consistent approach, especially when dealing with any unwanted behaviours. The children are made aware of this through assemblies, circle time in class and displays around the school. Staff will role model these behaviours and anyone who comes into the school should follow these guidelines. Expectations and consequences will be displayed in classrooms (using age appropriate language).

<p>The behaviour we expect at Thornaby Church of England Primary School. Children should follow The Code of Conduct:</p> <p><b>Take care of yourself.</b></p> <p><b>Never</b> Do anything silly or dangerous. Leave school without permission. Talk to strangers in school unless they have a school visitor badge. Talk to strangers on your way to and from school.</p> <p><b>Always</b> Tell someone if you're unhappy or being picked on. Use the 'crossing ladies' to help you cross the road safely.</p> <p><b>Take care of others.</b></p> <p><b>Never</b> Do anything to hurt others (such as hitting/name calling) Distract others from working. Cheeky or rude to adults.</p> <p><b>Always</b> Be friendly to visitors, newcomers and other children.</p> <p><b>Take care of your school.</b></p> <p><b>Never</b> Steal or deliberately damage school equipment. Drop litter or deface the school building. Give the school a bad name.</p> <p><b>Always</b> Be proud of our school.</p>	<p>Rewards /recognition</p> <p>Good behaviour is predominantly recognised with praise.</p> <p>It might also be recognised in the following (age appropriate) ways:</p> <p>Parents informed. Praise. Stickers. Team points. Certificates. Praise Book. Pupil sent to senior member of staff.</p> <p>We aim for consistency across year groups where possible/appropriate.</p> <p>Once any reward has been given it will not be taken back.</p>
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## Unacceptable behaviour

- Goading or provoking others and deliberately getting other children into trouble.
- Teasing and winding other children up.
- Spoiling work.
- Not managing temper appropriately.
- Being disrespectful.
- Using swear words or racist language or calling other children names which upset them (including behind a teacher's back)
- Disrupting lessons and preventing others from learning.
- Taking others' belongings
- Needing a lot of reminders to follow instructions (age/need appropriate)
- Refusing to follow instructions after three warnings and plenty of encouragement
- Chasing people when they don't like it.
- Calling out.
- Hurting others.
- Negative peer pressure.
- Bringing the school into disrepute.

## Consequences

Polite requests,  
Warnings (no more than 3),  
Repositioning,  
Separating,

Final warnings using the agreed phrase, 'This is your final warning. Do you understand?'

Child sent to designated area of classroom for 5 - 10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.

For regular offenders record who, when, why. Possible removal of treats/playtime etc. Consider behaviour intervention.

## Dangerous/Severe behaviour.

Any act which puts other people at risk either physically or emotionally:-

- Aggressive actions e.g. shoving, kicking or punching in ways which are likely to injure others at any time (including fighting)
- Violent outbursts of temper in lessons or playground.
- Swearing directly at members of staff or verbally abusing them.
- Misusing objects or equipment in ways which put others at risk.
- Running out of lessons or attempting to leave the premises, without permission.
- Deliberate and serious acts of stealing.
- Deliberate, sustained, vindictive bullying\*/victimisation of another person.
- (including racist incidents)
- Wilful damage to property or the work of other children.

## Consequences

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances exclusion may be considered for a first or 'one off' offence. We acknowledge that some children have additional needs which may cause them to behave inappropriately.

However certain behaviours are not

tolerated and could  
lead to  
a severe consequence  
such as exclusion.

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See Appendix 3 for full Behaviour Improvement Strategy.

# Appendix 3

## Behaviour Improvement Strategy

As a school we have agreed to use Assertive Mentoring for Behaviour and Attitudes.

This operates as follows:

The Golden Rules are on display in all classrooms and is highlighted to the children at least once a week or daily if the behaviour of the class is not at an appropriate standard. Daily behaviour is assessed. Praise is given to those who have achieved green all day and a Golden ticket is issued; At the end of the week children who have been green all week receive a sticker. Any child who has been green for a day will have a ticket in the Golden Ticket Bag. One lucky ticket is drawn from each class bag on Friday afternoons for a small prize. The prize changes each week.

Work on positive strategies - give out team points and praise

Try range of 'calmers' with class or group

Behaviour is graded in each session, ie each new session is a new beginning.

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

For regular offenders a range of similar level sanctions can be put into effect - removal of playtime, writing of 'sorry letter', extra task to be completed in set time, tidying of mess created, - this needs to suit child and incident - needs to be removal of/or task that they won't find a positive response to the inappropriate behavior. Removal of playtime to sit outside HT office should not be used as first response. Length of punishment should also relate to misdemeanor. Do not go too far too soon.

Any child placed on red will sit at the Time Out table for 10 mins. They will then miss 10 mins (5 mins at KS1) of playtime sitting in silence.

For regular offenders of Time Out B then removal of 5mins of Enrichment Time maybe an appropriate sanction; DHT/HT will support this with children being sent to central agreed area for this 5mins.

Swearing is NOT TOLERATED. Any child heard swearing by an adult is removed from the classroom and once calm, has 10 minutes Time Out sitting outside the HT office.

The parents of that child are informed verbally or by letter.

Letters are available on staff shared area.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

**(Classroom teacher)**

**Use normal strategies:**

Pupil will be reminded of the Golden Rule that they are breaking and given a warning and moved onto Amber 1. If they continue to misbehave they are given a second warning, again reminding them of the Golden Rule that they are breaking and are put on Amber 2. The child is reminded that if they behave they will move back to Amber 1 and then to green. e.g. Polite requests, repositioning, separating, distracting, encouraging etc should also be tried. Children should be moved back to the previous section if they have shown commitment to work or adhesion of the rules for 5 mins - 'catch them being good'.

**Step 1 (Classroom teacher)**

**Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

**FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

**Step 2 (Classroom teacher)**

**Time Out (A)**

Child sent to designated chair/area of classroom.

5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.

Child records when, why on class list at isolation table. Time paid back in playtime

*If behaviour improves return to lesson.*

*If not or if child refuses, move to **Step 3***

**For a regular offender:**

Record who, when, why.

Possible removal of treats / playtime etc.

Discussion with Team Leader and/or SENCO/Behaviour team : consider Behaviour Intervention.

REMEMBER that each new session is a new start and children begin each session on green - warnings do not continue from session to session.

**Step 3 (Teacher colleague)**

**Time Out (B)**

Child escorted to designated colleague/team leader.

Up to 1 hour working alone without causing disturbance. Possible removal of a treats / playtime.

Child records when, why in Attitude section of Mentoring file.

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 4***

**For a regular offender:**

Discussion with Team Leader and/or SENCO : consider School Action of the Code of Practice. Begin monitoring to identify areas of concern / possible causes/ appropriate targets.

Complete a 'Behaviour Assessment Profile' if necessary.

Parents informed that behaviour is a cause for concern.

Parents discuss concerns agree targets/support.

Consider alternative strategies, inform other agencies.

Access to extra-curricular/enrichment activity linked to improvement.

**Step 4 (Team Leader/Deputy Head)**

**Time Out (C)**

Child escorted to Team Leader/Deputy Head.

1 session to half a day working alone without causing disturbance.

Record who, when, why and store in Attitude section of Mentoring file.

Parents informed of isolation.

*If behaviour improves return to class.*

*If not or if child refuses, move to **Step 5***

**For a regular offender:**

Discussion with Team Leader / Head/ SENCO : consider the need for School Action Plus Initiate closer monitoring i.e. frequency monitoring, time sampling etc.

Complete a 'Behaviour Assessment Profile'.

Parents / LEA informed that child's behaviour is causing serious concern.

Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.

Access to extra-curricular / enrichment activities dependant on progress.

Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

**Step 5 (Head /SENCO)**

**Pastoral Support Programme (On Report)**

Teacher completes a Behaviour Assessment Profile.

Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc. Consider CAF.

PSP Meeting with parents/child.

Clear/realistic targets for behaviour agreed (maximum of three).

Clear rewards/consequences identified for success/failure (including possible exclusion). Daily feedback to child (x 5), weekly feedback to parents.

PSP to last a minimum of two weeks/a maximum of 16 weeks, and reviewed fortnightly

*If targets are achieved remove from PSP.*

*If PSP failed, move to **Step 6**.*

**Step 6 (Headteacher)**

**Behaviour Contract**

A last step before exclusion

Clear specific rules which the child **must** uphold in order to remain in school.

Further sanctions an immediate consequence of breaking the contract.

Reviewed weekly.

Parents, Chair of Pupil Discipline Committee, Behaviour Support informed. Complete a CAF.

*If behaviour improves return to PSP*

*If not move to **Step 7**.*

**Step 7 (Headteacher)**

**Internal Exclusion (5 days or more)**

Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.

Child has no contact with own class or classmates.

No access to playground, extra-curricular or enrichment activity.

*If behaviour improves return to class on a Behaviour Contract or PSP. If not move to **Step 8**.*

**Step 8 (Headteacher)**

**Fixed Short Term Exclusion (up to 5 days per term)**

Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter. Parents may make representations to Pupil Discipline Committee.

Pupil Discipline Committee may meet but cannot reinstate.

Upon return to school, child stays on Contract or PSP for a minimum of four weeks.

*If behaviour improves remove from PSP.*

*If not move to **Step 9**.*

**Step 9 (Headteacher)**

**Fixed Long Term Exclusion (up to 45 days per year).**

Parents, Chair and Clerk of Discipline Committee, LA Officer informed.

Discipline Committee meet (parents/child or representative may attend/make representations).

LEA Officer must be invited to attend but may not reinstate.

Discipline Committee either reinstate or uphold the exclusion.

Upon return to school or if reinstated child stays on Contract or PSP for a minimum of eight weeks.

*If behaviour improves remove from PSP.*

*If not move to **Step 10**.*

**Step 10 (Pupil Discipline Committee) Permanent Exclusion**

Parents, Chair and Clerk of Discipline Committee, LA Officer informed.

Discipline Committee meet and consider all representations and reports (parents/child may attend).

Discipline Committee either reinstate or uphold exclusion.

Parents notified of right to appeal.

If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks. If appeal unsuccessful, remove child from school roll.

**Serious incidents need to be treated on an individual basis and the circumstances investigated.**

In exceptional circumstances exclusion may be considered for a first or 'one off' offence. These may include:

Serious actual or threatened violence against another pupil or a member of staff; Sexual abuse or assault;

Supplying an illegal drug;

Carrying an offensive weapon;

Serious deliberate damage to school property.

## **Lunchtime Behaviour**

As a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory. **If serious incident occurs eg physical fight with blows and refusal to stop or child or others endangered then member of staff should be urgently summoned - teacher/duty teacher/team leader/DHT/HT .**

*If unacceptable behaviour occurs:*

### **(Lunchtime Supervisor)**

### **Use normal strategies:**

e.g. Polite requests, warnings (no more than three), repositioning, separating, pre-empting poor behavior, distraction, involvement in game etc.

### **Step 1 (Lunchtime Supervisor)**

### **Give a final warning:**

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

**FROM NOW ON NO MORE WARNINGS. TAKE ACTION**

### **Step 2 (Lunchtime Supervisor)**

### **Time Out (A)**

Child sent to designated area of playground/space on wall.

5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.

Lunchtime supervisor records child's name and misdemeanor in book.

Pupil then misses 10 mins of following lunchtime writing out Golden Rules.

*If behaviour improves return to playground.*

*If not or if child refuses, move to*

### **Step 3**

### **For a regular offender:**

Record who, when, why.

Discussion with Class teacher.

Possible removal of treats / playtime etc as decided by Class teacher dependent upon severity of behaviour

REMEMBER that each playtime is a new start re issuing warnings - they do not continue from lunchtime to lunchtime.

### **Step 3 (Teacher)**

### **Time Out (B)**

Child escorted to class teacher/or teacher on lunchduty.

Removal of a playtime - to sit in classroom to write out Golden Rules.

Child records when, why on paper or if KS2 in Attitude section of Mentoring file. If this area is in use then sit outside school office

*If behaviour improves return to playground.*

*If not or if child refuses, move to*

### **Step 4**

### **For a regular offender:**

Discussion with Team Leader and/or SENCO : consider School Action of the Code of Practice.

Begin monitoring to identify areas of concern / possible causes/ appropriate targets.

Complete a 'Behaviour Assessment Profile' if necessary.

Parents informed that behaviour is a cause for concern.

Parents discuss concerns agree targets/support.

Consider alternative strategies, inform other agencies.

Access to extra-curricular/enrichment activity linked to improvement.

**Step 4 (Team Leader/Deputy Head)**

**Time Out (C)**

Child escorted to Team Leader/Deputy Head.

1- 5 playtimes working alone without causing disturbance, sat outside school office or supervised in classroom.

Record who, when, why and store in Attitude section of Mentoring file.

Parents informed by letter.

*If behaviour improves return to normal playtimes.*

**For a regular offender:**

Discussion with Team Leader / Head/ SENCO : consider the need for School Action

Plus Initiate closer monitoring i.e. frequency monitoring, time sampling etc.

Complete a 'Behaviour Assessment Profile'.

Parents informed that child's behaviour is causing serious concern.

Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.

Access to extra-curricular / enrichment activities dependant on progress.

Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

**Behaviour Letter 1**

Dear Parent/Carer

We regret to inform you that has been put on red on three occasions this week due to poor behaviour in the classroom. As a consequence of being put onto red, your child had to finish the rest of the lesson in another classroom. Poor behaviour in class will decrease the chances of your child and other children learning and this is something that we will not tolerate.

Please speak to your child about their behaviour this week and encourage them to think about their learning in the future.

Please sign and return the slip below.

Yours sincerely

Class teacher

✂-----

Behaviour 1 reply slip: *Please sign and return to school as proof of receipt*

Name of child: \_\_\_\_\_

Class:

I confirm that I spoke to my child regarding their behaviour in school this week.

Signed: \_\_\_\_\_ (Parent/Carer)

Date:

## Behaviour Letter 2

Dear Parent/Carer

We regret to inform you that following last week's letter attitude and behaviour this week has again has been very disappointing and well below that expected by the school.

Despite warnings and opportunities to correct his/her own behaviour he/she had to be removed from his/her classroom on three occasions so that lessons could continue. Our concern is that it appears to be becoming a regular occurrence.

We felt that you would wish to be informed and trust you will support the school in trying to prevent this behaviour in future.

Should the problem persist, it will be necessary to speak to you about this matter and hopefully agree further action.

If you wish to know more about these incidents or if you discover anything you feel we should know about please contact the school and arrange an appointment.

Please sign and return the slip below.

Yours sincerely

Class Teacher

✂-----

Behaviour 2 reply slip: *Please sign and return to school as proof of receipt*

Name of child: \_\_\_\_\_ Class: \_\_\_\_\_

I would like an appointment to discuss the matter.

I have spoken to my child regarding their behaviour in school.

Signed: \_\_\_\_\_ (Parent/Carer) Date: \_\_\_\_\_

## Behaviour Letter 3

Dear Parent/Carer

We regret to inform you that \_\_\_\_\_ attitude and behaviour is showing little sign of improvement since we last wrote. He/she continues to disrupt his/her education, that of his/her classmates and the school in general.

Clearly attempts to improve his/her behaviour have been unsuccessful and further action must now be considered.

Please contact the school office so that an appointment can be made for us to discuss the matter and hopefully agree the next steps to be taken.

He/she will be allowed to rejoin his/her class as normal for the time being however, should the behaviour continue it may be necessary to take immediate further action.

Please sign and return the slip below.

Yours sincerely

Team Leader

✂-----

Behaviour 3 reply slip: *Please sign and return to school as proof of receipt*

Name of child: \_\_\_\_\_

Class:

I will make an appointment to discuss the matter.

I have spoken to my child regarding their behaviour in school.

Signed: \_\_\_\_\_ (Parent/Carer)

Date:

## Appendix 4

### Screening and Searching

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items

- Searches will be carried out by senior members of the teaching staff.
- Searches will be undertaken out of sight of other children.

### Suspicion may be aroused:

As a result of a positive screening.

Because a child is acting suspiciously.

Because of something said by the child.

- There will always be two members of staff present when a search takes place. At least one of those will be the same sex as the child.
- Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond their parents or the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and their parents called.
- All searches will be logged (to include name, year, sex, ethnicity, grounds of suspicion, time and place, who searched, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupil's responses and how staff managed them, outcomes and follow up actions)
- Parents will always be informed if a pupil has been searched and the result of that search.

For more information and a list of prohibited items see DfE Guidance:

<http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20%20%20advice%20for%20headteachers%20staff%20and%20governing%20bodies.pdf>

### Confiscation and Disposal.

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police.
- Legal but banned consumable items (such as foodstuffs, tobacco) will be disposed of.
- High value items which are confiscated will be held securely until a parent can make arrangements to collect them.

**Allegations.**

Pastoral support will be offered to any individual against whom an allegation is made and the matter is kept strictly confidential. If the allegation is against the Headteacher the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

October 2012 - to be reviewed October 2014.

Reviewed and revised Nov 2014

Revised April 2016 - to be reviewed April 2018

Revised May 2020