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## BEHAVIOUR MANAGEMENT POLICY

We teach our children to set high expectations for themselves, embracing our values in all they do under the Trust guiding principles of Partnership, Responsibility, Excellence and Opportunity. Supported by a hardworking, dedicated staff, pupils will have opportunities to be “the best they can be”, within an innovative curriculum which integrates our "skills for life" to support children’s readiness for secondary school, higher education and longer term employability.

Pupils respond best to positive behaviour management and our policy reflects this. We celebrate success and are proud of the achievements of our pupils. The ethos of our school is underpinned by the school’s core values that are linked to **RESPECT**. We also know that good behaviour in school and a clear understanding of the consequences of poor behaviour are vital in helping all of our pupils to realise their potential.

### School Core Values (**RESPECT**)

- **Responsible** We are accountable for our words and actions.
- **Excellence** We try our best in everything we do.
- **Safe** We protect ourselves from harm.
- **Prepared** We are ready to learn.
- **Equality** We treat everybody fairly.
- **Courage** We face our challenges and do our best to overcome them.
- **Teamwork** We participate together to be successful.

### Skills for Life

- Resilience
- Self-motivation
- Team Work
- Communication
- Problem solving
- Be safe

### The Behaviour Policy takes account of:

- The DfE Guidance, ‘Behaviour and Discipline in Schools’ (April 2012).
- The school’s legal duties under the Equality Act 2012 and in respect of pupils with SEND.
- Section 89 of the Education and Inspection Act 2006.
- The Equality Act 2010 which prohibits discrimination against people with the protected characteristics that are specified in Section 4 of the Act.
- *PREVENT*, Counter-Terrorism and Security Act 2015 ensuring due regard to the need to prevent people from being drawn into terrorism and reflects the school’s policy which outlines this provision.
- The Teacher’s Standards - All members of staff will lead by example in promoting good behaviour by fostering positive interaction between colleagues, pupils and parents based on mutual respect, self-discipline, courtesy and good humour in line with expectations as outlined in the Teachers’ Standards and directly linked to appraisal.

Most of the actions and expectations outlined in this policy relate to behaviour within school, both in and outside the classroom, when travelling to and from school or when engaged in a school activity (whether at school or elsewhere). In some circumstances; however, pupils’ actions outside school may be relevant within the terms of the Behaviour Policy. Any act by a pupil which threatens, or could potentially threaten, the wellbeing of any member of the school community, or which is damaging or potentially damaging to the good reputation of the school, may require a response from the school. Where, in the school’s view, the welfare, safety or continuing education of a pupil or pupils requires it, the Executive Principal or Head of School may

conduct an inquiry into an event or alleged event arising out of school. The school reserves the right to impose sanctions upon the conclusion of any inquiry into an event occurring out of school within the realms of actions detailed within the policy. Any incidents beyond that considered reasonable for school to deal with will be referred to the appropriate body. Parents, carers and pupils should also note that, in accordance with the school's Anti-Bullying Policy, online actions (e.g. insensitive internet postings, malicious emails or texts) will be viewed as actions with the "potential to threaten wellbeing".

### **Curriculum**

In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

We will reinforce positive values throughout the curriculum, through Personal, Social and Health Education, thematic learning, RE, Collective Worship and Assemblies.

All staff will be responsible for the conduct of pupils anywhere on the school premises and while supervising them out of school (including school visits where children should demonstrate excellent behaviour and uphold the good reputation of the school). All staff will model good conduct and speak to each other and pupils calmly, politely and with respect. When speaking to pupils about their behaviour, it is important to remember **it is the pupil's choice of behaviour we are unhappy with and not the child themselves**, pupils must not be described as 'naughty' or any derogatory term that will undermine their self-esteem.

We will foster self-esteem through valuing each pupil, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust. We will always avoid humiliating pupils.

We will give pupils increasing opportunities for responsibility within class and school. We will encourage them to feel responsible for their learning, capable of success and to reflect on their progress.

We will recognise good behaviour positively through the school's reward systems, core values and weekly celebration assemblies - celebrating success both within and outside of school.

Pupils learn by example. Adults will present a consistent approach, which is firm but calm, making expectations clear and support children to meet them. We will listen to pupils and encourage them to reflect upon their actions and possible alternatives.

### **The Protected Characteristics**

Our aim is to promote tolerance and understanding of all protected characteristics named under the 2010 Equalities Act namely age, disability, gender, sex or sexual orientation, marriage, maternity, religion or beliefs.

**Behaviour of any kind which goes against these characteristics is unacceptable and will not be tolerated.**

**The school takes a zero tolerance stance on this.**

All adults in school must be alert to signs of bullying or harassment for any of these characteristics and act promptly and firmly against them. We will encourage pupils to tell staff about such cases if they become aware of them. This will include physical, verbal and social actions. Pupils must be made aware that staff will always follow up any incident that causes distress (see Anti-Bullying Policy/Equalities Policy). School will support staff through appropriate training.

**Staff will record all incidents, including the date, the name of the perpetrator and victims, the nature of the incident, and action taken in response. The record will be passed to the Head of School or Executive Principal (see Appendix 2).** Governors will be informed of the number and nature of such incidents and the action taken to deal with them. The Governing Body will inform LA of racist incidents as and when they occur. The parents of the pupils involved will be notified.

### **Staff Expectations**

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that this policy and

procedures are followed and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Executive Principal and Head of School on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Senior Leadership Team, for creating a high quality learning environment, teaching positive behaviour for learning where low level disruption does not impede learning for all. All staff will be proactive in all areas of the school and deal with any incidents of poor behaviour in corridors, the yard, visits and the school environment.

All teaching staff as outlined in the Teachers' standards are to behave in a highly professional manner, upholding public trust in the profession, at all times - failure to adhere to the school behaviour policy and the requirements of the Teacher's standards, may result in disciplinary procedures.

It is the responsibility of all teaching staff to ensure that the school behaviour policy is enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teacher should have high expectations of the children in terms of behaviour, and to ensure that all children work to the best of their ability. All teachers should treat each child fairly and enforce the behaviour policy consistently and will treat all children in their class with respect and understanding. Teachers will be proactive and contact parents if there are concerns about the behaviour of a student.

Staff will speak to children in an appropriate manner. As a school we operate a policy of not shouting at children therefore staff will never shout at any child and they must be respectful of personal space when talking to pupils. All staff should act in a professional manner at all times.

### **Pupil Expectations**

- Treat staff and fellow pupils with respect.
- Listen in silence when a teacher/member of staff speaks. Talk quietly at all other times.
- Move around the school in a quiet, prompt and smart manner.
- Walk in single file in corridors.
- Respect the need for punctuality.
- Respect the property of the school, the staff, pupils and visitors.
- Keep the school and surroundings clean and tidy by not dropping litter or making mess.
- Abide by specific school uniform requirements.
- Stay in the areas designated for pupils unless otherwise directed.
- Follow instructions given by members of staff.
- All pupils on the upper site to have school planner out in lessons.

### **Parents Expectations**

- We will involve parents in active partnership as an aid to promoting good behaviour. We will inform parents of good behaviour as well as where behaviour has fallen short of expectations.
- Parents will be involved at an early stage of particular difficulties with individual pupils. Parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.
- We aim to involve parents through the Home-School agreement, which will be shared with parents each September. (Please see appendix 6.)
- If a pupil's behaviour begins to be a cause for concern, then all adults in contact with that child will complete a Child Causing Concern to support the pupil through an individual behaviour plan.
- Where a child's behaviour at school indicates serious problems, support services (e.g. LEA, social and health services) will be contacted and liaison between all parties will be maintained.

### **Lunchtime Behaviour**

All lunch staff will record lunchtime incidents via the lunchtime tracker. These will be reported to the relevant class (form) teacher, who will then decide the appropriate course of action.

Each week a lunchtime award is given to a class/year group who have behaved well, shown respect/good manners. This is announced at the 'Celebration Assembly' that is held each Friday. This class will go into lunch first the following week. Individuals who demonstrate respect/good manners may be invited to a 'top table' on a Friday.

**Please note: Any inappropriate behaviour by a pupil during break times and lunchtimes may result in the pupil being asked to take time out to compose themselves. The pupil will be asked to go to an assigned school room under the supervision of a member of school staff. If applicable the incident will be logged.**

### **Breakfast and Afterschool Clubs**

Breakfast and afterschool clubs will follow this behaviour policy.

In the case of a severe or serious incident, a member of SLT will be informed.

The following information should be written about the incident:

- What happened - the behaviour that concerned staff and if possible what triggered it.
- If applicable what the member of staff did to address the incident.
- Any other comments (e.g. how the child responded to the actions taken).

### **Policy Application**

#### **Two Year Olds & Nursery**

The 2-year-old Manager will manage the behaviour of the children and staff within the provision in line with the school's Behaviour Policy as deemed appropriate by the staff. They will adopt a stop and go sign to inform children when their behaviour is unacceptable and will move to a formalised colour coded system when staff feel it is appropriate.

#### **Reception to Year 6**

The school will adopt a colour coded system. This will be displayed at the front of every classroom. The colour coded system will use the following colours: amber, red, green, silver and gold. Pupils at the lower site will start each am/pm session on green. Pupils at the Upper site will begin each new lesson on green.

- On the lower school site, pupils will have their names or picture available to move within each of the colour coded sections.
- On the upper school site - staff will write the names of any pupil whose behaviour warrants them moving away from green to specific colour coded sections.

#### **Movement from Green to amber or red: (Please see appendix 1 for behaviour flowchart)**

##### **Step 1 - Friendly warning**

- if a child is misbehaving then a friendly warning will be given first - please take account the needs of individual children.

##### **Step 2 - Amber**

- If this behaviour continues then the child will move to amber.
- The behaviour will be logged on a behaviour tracker by the relevant class teacher. At the end of school week the tracker will be given to the admin department in order for the information to be logged. A member of the office staff will then transfer the information from the trackers to the electronic recording system.  
Upper School Site Only - The teacher will write a diary comment. **Each comment should start: "..... was on amber today because" ...**
- If the pupil's behaviour subsequently improves the class teacher may move the pupil back to green. However, the amber will still be recorded.

##### **Step 3 - Red**

- If behaviour continues and is disrupting learning – the pupil will move to red.
- This will be logged via a behaviour notice slip.

- If child obtains a red warning- parents must be contacted. This could be via a telephone call or an informal discussion after school when parents are picking children up.
- All behaviour notices on the upper site are to be sent to the Behaviour and Attendance Officer.
- The consequence of going on red will be:
  - a) **Upper Site:** a 10-minute detention given by relevant class teacher. This may take place at the convenience of the relevant class teacher but within the school day.
  - b) **Lower Site:** a 10-minute time out. This may take place in the classroom or during the next playtime or lunchtime.
- The pupil will then move back to amber on the colour coded system. If their behaviour improves significantly they may be moved to back to green to acknowledge the improvement.
- An accumulation of reds will carry greater sanctions at the discretion of the Head of School or Assisted Head of School This could include: several break time detentions / lunchtime detentions or the pupil being placed on a positive behaviour plan.

#### Step 4 - RED FLAG

- Any pupil who continues to disrupt learning should be removed from the lesson - this will result in a red flag being given. The consequence of any child being removed from class is a lunchtime detention. This will be with the Head of School, Deputy Head of School, Assisted Head of School, Behaviour Specialist Lead or SENCO.
- Parents will be informed by the member of staff who issued the red flag (upper site) or class teacher (lower site).
- If a child is asked to leave a classroom because of behaviour issues, a relevant member of staff **must** be sent for. In the absence of a member of support staff, a responsible pupil will take the red flag slip to the office. Office staff will then inform an appropriate member of staff, who will collect the pupil from the class. In the absence of Behaviour Officer, the office staff will allocate appropriate next port of call.

Please Note:

All copies of behaviour 'red flag' slips should be sent to a member of the office staff so that they can be entered and tracked on school systems.

**Movement from Green to Silver or Gold: This to given when a pupil demonstrates excellent or outstanding behaviour for learning.** When a pupil achieves silver or gold their name should be added to the relevant section of the behaviour colour codes.

#### Moving to Silver

- If a pupil demonstrates excellent behaviour for learning – the pupil may be moved to silver. A silver star will be stuck into the pupil's planner. A reward may be chosen from the prize box at Central Primary School or a leap ticket will be issued at Bothal Primary School, which can then be exchanged for a prize at the school's Leap Shop.

#### Moving to Gold

- If a pupil demonstrates consistently outstanding behaviour for learning- the pupil may be moved to Gold. The pupil will be issued with a Golden ticket, which will be posted into the Golden Post Box. At the 'Celebration Assembly' which is held every Friday, the pupil will receive a 'Golden Certificate' and a prize from the 'Going for Gold' golden box. A Maximum of 2 golden tickets may be issued by class teachers each week.

#### Behaviour Analysis

Analysis of behaviour trackers will be discussed at the monthly well-being meeting where staff will consider all available information and any actions to be taken. If a disproportionately high number of ambers are recorded by any pupil, they may be put on a 'Commitment to Improve' programme. (Please see appendix 9.) As part of this programme, the pupil will commit to reducing the number of warnings they receive in a week. The 'Commitment to Improve' form will be signed by the pupil and parents will be informed. If the pupil is successful in meeting the target set, the form will be signed by the pupil and the teacher. Comments may be

logged and a new target will be set for the following week. The form will be sent home and parents informed of the improvement.

If a disproportionately high number of reds / red flags are being logged or the 'Commitment to Improve' report does not reduce the number of ambers received, the pupil may be deemed to be a child causing concern. This will result in the completion of a 'Child Causing Concern' form. (Please see appendix 8.) The 'Advocate for Wellbeing' will meet all staff involved with the pupil to put an individual plan in place. Parents will subsequently be asked to attend a meeting and the details of the plan (including their input) will be discussed.

### **Pupil Incident Log (Running Record)**

In addition to the weekly behaviour tracker, it is the responsibility of all staff to log all relevant information regarding a child's behaviour on a 'Pupil Incident Log' so that the school has a record of all incidents. The Behaviour and Attendance Officer will monitor all behavioural logged incidents in school.

### **Additional Sanctions**

In circumstances of extreme behaviour or infringement of any protected characteristics children may be placed in timeout for a period of time. This decision can only be made by the Executive Principal or Head of School.

- Pupils will remain in isolation during break and lunchtime, lunch will also be taken in isolation.
- Each pupil for the period of isolation will have a behaviour report which will monitor their behaviour throughout the day. A copy will be sent home to parents at the end of the school day.
- Work will be supplied by subject teachers.
- Risk Assessments - if a child's behaviour is considered to pose a potential risk to other children, then an appropriate risk assessment with guidelines will be in place to ensure the safety of all.

Any use of internal isolation will be reviewed by the 'Wellbeing' team during the monthly meeting. If applicable, the Executive Principal and Governing Body will also reviewed use of internal isolation.

### **Exclusion**

In the event of a pupil being excluded please refer to the Exclusion Procedures Policy. The decision to exclude can only be made by the Executive Principal or delegate responsibility to the Head of School in their absence.

### **Positive Learning Plan**

An individual pupil, upper site only, may be put on a 'Positive Learning Plan'. This will occur after several incidents of poor behaviour. This is a means of monitoring what the pupil does during their time in school with an aim to modifying their behaviour and making their time in school a more positive experience. All plans will go home with pupils so that parents can read them and make any comments. The plan will then be returned to school the following day. This will be agreed by the HOS, DHOS or AHOS.

### **Rewards**

**The school rewards behaviour in the following ways:**

- Postcards Home - a quick note home to let parents/carers and children know how pleased we are.
- A weekly celebration assembly, this assembly will include a core values video demonstrating how staff/children have demonstrated the core value of the week. This will be shared with staff and pupils at the beginning of each school week.
- In the weekly assembly, certificates will be awarded for:
  - **Core values**
  - **Literacy Stars**
  - **Mathletics Awards**
  - **Lunchtime Award**
  - **PE Star/s of the week**

- **Celebration of pupil and staff birthdays**
- **Achievements outside of school**
- **Attendance Awards**
- **Going for Gold Award**

Appendix 1: Behaviour flow chart

Appendix 2: Protected Characteristics Incident Report Form

Appendix 3: Teaching standards

Appendix 4: Guidance to staff on confiscating of student belongings and student searches

Appendix 5: Guidance to staff on restraint of students and the use of force

Appendix 6: Home School Agreement

Appendix 7: Reasons for Exclusions

**Linked Policies:**

Equalities Policy

Exclusion Policy

Learning & Teaching Policy

PHSE Policy

Positive Handling & Restraint Policy

**Chair of ALPT:**

**Date:**

<b>Date:</b>		
<b>Version</b>		
<b>Author:</b>		
<b>Status:</b>		

# Behaviour Flow Chart



### Examples of Amber behaviour

- Shouting out.
- Talking when the teacher is.
- Lunch hall disruption.
- Disrupting the lesson.
- Distracting others.
- Off task failing to complete work.

### Examples of Red behaviour

- Continued disruption after Amber warning given.
- Refusal to complete work.
- Defiance of instructions after warnings.
- Poor yard/break/lunch behaviour.

### Examples of Red Flag behaviour

- A serious incident of poor behaviour.
- Aggressive manner towards pupils and staff (verbal and physical).
- Health and Safety concern.
- Inappropriate language (swearing)
- Disrespectful to staff.

### Amber Warnings

These are analysed and discussed monthly at 'wellbeing' meetings. Individuals are then tracked based on the amount of ambers they receive and in which category they are persistently receiving them. Interventions or strategies may be implemented with the Form Teacher/Phase Leader.

### Red and Red Flag Warnings

These are tracked and analysed monthly in 'wellbeing' meetings. The Behaviour Officer will review the amount of reds and red flags that pupils collect and distribute this to form teachers. Deputy Head of Wellbeing will regularly review these with BO and AHOS.

Racial/Prejudice and Homophobic comments are not tolerated and **MUST** be reported to the Executive Principal or Head of School before any action is taken. Incidents of such nature will be dealt with very seriously.

### Accumulation of Sanctions

A disproportionately high number of Ambers/Reds/Red Flags may lead to a 'Commitment to Improve' being agreed. If this does not improve behaviour then a 'Child Causing Concern' form will be recommended. Accumulation of any sanctions may result in further consequences such as detentions, being placed on a PLP (Positive Learning Planner) inclusion or exclusion at the discretion of the Head of School or Executive Principal.

### Additional Support for Pupils

The Pastoral team may agree to allow additional warnings in place for pupils with identified needs.

**Central Primary School**  
**Protected Characteristics Incident Report**

**TO BE COPIED ON BLUE PAPER**

Child's Name:		D.O.B.		Age		Class			
Parent's Name:				Tel. No.					
Address:									
Nature of Concern:				Date of Incident:					
<input type="checkbox"/>	Racist Incident	<input type="checkbox"/>	Homophobic Incident	<input type="checkbox"/>	Transgender Related	<input type="checkbox"/>	Gender Related	<input type="checkbox"/>	Disability Related
<input type="checkbox"/>	Religious Belief	<input type="checkbox"/>	Radical Views	<input type="checkbox"/>	Other (please specify):				
	Details of Incident (report facts as you observe them including injuries/behaviour):								
	Witnesses:								
Reporting Adult Name:				Job Title:					
<b>Pass this form IMMEDIATELY to HOS / Executive Principal</b>									
	Action Taken by HOS / Executive Principal:								
HOS/EP Signature:						Date:			
Other Agencies Involved:									
	Logged on Protected Characteristics Tracker by (Name):						Date:		

### **Appendix 3: Teaching Standards 2012**

- All teachers should manage behaviour effectively to ensure a good and safe learning environment.
- All teachers should have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- All teachers should have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- All teachers should manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- All teachers should maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

## Appendix 4: Guidance to Staff on Confiscating of Pupil Belongings and Pupil Searches

### Confiscation

The Guidance for Schools on “Screening, Searching and Confiscation” (DfE, April 2012), provides that confiscation is an appropriate disciplinary measure when applied in a reasonable and proportionate way. Any member of Bothal Primary School staff may confiscate, retain or dispose of a pupil's property in order to enforce the School rules and to maintain an environment conducive to learning, where the rights of all pupils to be educated in a safe and orderly environment are safeguarded. Such circumstances may include:

- an item that poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff;
- an item that poses a threat to good order for learning: for example, a pupil uses a personal music-player or mobile phone in class;
- an item that is against school uniform rules: for example, a pupil refuses to take off an unauthorised item of clothing (such as a hooded top) on entering a classroom;
- an item that poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils;
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another or is illegal for a child to have: for example, racist or pornographic material, alcohol, illegal substances;
- any other prohibited or dangerous items as detailed by the School's rules.

In general, items should be confiscated for the duration of a lesson or until the completion of the same school day. The basis for confiscations of a longer duration should be discussed and approved by an appropriate senior member of staff. Where any item is thought to be a weapon, a controlled substance or stolen goods the Police will be informed and it may be passed to them. Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned and staff should present such items to the School Office in an envelope with the details of the pupil and agreed arrangements for return so that the item can be deposited in the School's safe. In addition, a brief explanation of the confiscation should be sent to an appropriate senior member of staff. Particular care should be taken when deciding whether to confiscate items of clothing or jewellery, with appropriate regard to whether the item in question has religious or cultural significance to the pupil. When confiscating items, staff should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks in these circumstances, staff should seek to ensure that a member of the same gender as the pupil confiscates the item of clothing or jewellery and that another staff member is present where possible. Confiscation of any item that would leave the pupil only partly dressed must be avoided.

### Pupil Searches

Guidance issued by the Department for Education (April 2012) makes it lawful for the Executive Principal (or staff designated by him) to search pupils for any item banned under the School rules, with their consent. There is also a statutory power to search pupils or their possessions without consent where there are reasonable grounds to believe that the pupil has certain prohibited items. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner. School staff can confiscate any banned or prohibited item found as a result of a search which they consider to be harmful or detrimental to School discipline. The law also allows the School to require pupils to undergo electronic screening, though the School currently has no plans to introduce this facility.

Prohibited or banned items include:

- Knives;
- Weapons;
- Alcohol;
- Tobacco and cigarette papers;
- Substances that could be abused, such as illegal drugs, solvents or so-called “legal highs”;
- Stolen items;
- Fireworks and/or smoke bombs;
- Pornography;
- Inflammatory material of a religious, political, racist, homophobic or sexist nature;
- Face masks, headwear or clothing that prevents an individual’s identity being readily established;
- Any electronic equipment that could be used to breach the School’s ICT Acceptable Use Policy;
- Any other item that it could be reasonably assumed may be used, or mis-used, to disrupt effective learning and good order in the School or environs or to commit an offence, cause personal injury or damage to property.

The power to search pupils with consent allows a teacher to ask a pupil to turn out his / her pockets, bag or locker. If a pupil refuses to co-operate then, under the terms of the Behaviour Policy, they will be treated in the same fashion as a pupil who refuses to comply with instructions from staff and they will be temporarily excluded from lessons until an appropriate investigation by the appropriate members of staff. The power to search pupils without consent, with the authorisation of a senior member of staff, should be carried out by a staff member who is the same sex as the child. There must always be a witness (also a member of staff) to the search and, if at all possible, they should also be of the same gender as the pupil. The power to search without consent extends to a personal search involving the removal of outer garments and searching of pockets, bags and lockers. If it is felt necessary for a pupil to be subject to an intimate search for (say) illegal drugs or stolen property, or if staff feel that they will encounter any resistance from the pupil, then the School will ensure such searches are carried out according to agreed protocols by the Police, following notification to parents. Items found as a result of a without consent search: alcohol may be retained and disposed of appropriately, controlled substances (or suspected controlled substances) will be delivered to the Police in accordance with the School’s Substance Abuse policy, the School will judge if stolen items also need to be reported to the Police and, when appropriate, the goods will be returned to their rightful owner. The School is not required by law to inform parents before a search takes place or to seek their consent to search their child. However, Bothal Primary School will seek to inform parents of any relevant information that may involve a search of their child as soon as is practicable.

## Appendix 5: Restraint of Pupils and the Use of Force

Bothal Primary School does not use corporal punishment. The guidance from the Department of Education, "Use of reasonable force", (May 2012) enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- Causing personal injury to or damage to the property of, any person (including the pupil themselves).
- Prejudicing the maintenance of good order and discipline at the School or among the pupils receiving education at the School, during lessons or at any other time during the school day.

All members of the teaching and support staff have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Executive Principal to take charge of pupils, such as unpaid volunteers or parents accompanying pupils on School activities. Reasonable force will never be used as a punishment for a child – this is unlawful and unacceptable. The School also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled children or pupils with SEN. Detailed written records of serious incidents, including those requiring physical intervention by staff, will be maintained by the School and reported to senior pastoral staff, including the Designated Safeguarding Lead. Parents will also be informed as soon as possible. All injuries will be recorded according to the School's Health and Safety policy. The School seeks to minimise the circumstances whereby such intervention would be necessary by:

- Creating a disciplined and orderly atmosphere in School and providing pupils with a clear framework for good conduct.
- Providing guidance and encouragement for pupils, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation.
- Fostering positive working relationships between staff and pupils, creating an atmosphere of tolerance, respect and trust that is conducive to good order.
- Appointing designated pastoral staff that pupils can approach in difficult circumstances and who can help resolve and defuse situations.
- Planning carefully to avoid circumstances that could make a conflict situation more likely and advising staff of potential difficulties and strategies that could be employed to resolve them.

Before using force, staff should (wherever practicable) ask the pupil / pupils to behave appropriately and follow staff requests and communicate in a calm and measured manner that the use of force may be necessary. Staff should make it clear that their physical intervention will stop as soon as it ceases to be necessary. Staff should attempt to intervene in such a way that their actions cannot be interpreted as being motivated by anger, frustration or is sexually inappropriate. Circumstances that could justify intervention include:

- Immediate risk of death or injury, such as a pupil running into a busy road or preventing a pupil threatening another with a dangerous object.
- A pupil attacks a member of staff, or another pupil.
- Pupils are fighting, causing risk of injury to themselves and others.
- A pupil is committing, or is on the verge of committing, deliberate damage to property.

- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of an object or materials.
- A pupil absconds from a lesson or school (this, in itself, is not sufficient to justify the use of force) and their actions potentially threaten their own safety, that of other staff / pupils or the good order and discipline of other classes.
- A pupil persistently refuses an instruction to leave a classroom, is behaving in a way that seriously disrupts a lesson or a school event.

Types of physical intervention that a member of staff could consider:

- Passive physical contact, e.g. standing between pupils and/or blocking a pupil's path.
- Active physical contact, e.g. leading a pupil by the arm, ushering a pupil away with a hand on their back or shoulder or, in extreme circumstances, using appropriate restrictive holds.

Following the incident:

- Investigate thoroughly and make a record of the incident, in accordance with the requirements of the School's Health & Safety policy and the Safeguarding and Welfare policy.
- The physical well-being of pupils and staff involved will be a priority, with appropriate medical care.
- Seek to provide emotional and psychological support to all concerned where necessary.
- Apply appropriate sanctions where necessary, according to the School's Behaviour policy.

All complaints regarding the use of force by staff will be investigated thoroughly and speedily, in accordance with the School's Complaints procedure. Where a member of staff has acted within the law in using reasonable force, the Department of Education guidance (May 2012) states that the onus is on the person making the complaint to prove that his / her allegations of excessive force are true – it is not for the member of staff to show that he / she has acted reasonably.

Suspension of the member of staff during the investigation into the complaint will not be an automatic response by the School. Careful consideration will be given by the Principal and his senior colleagues to each individual case and its particular circumstances to decide the most appropriate course of action. If a decision is made to suspend a member of staff then the School will ensure that it fulfils its duty of care to that colleague and options for appropriate pastoral care will be offered, along with access to a named contact that can provide support.

**Please see the Use of Restraint Policy for further information.**

Central Primary School will:

- \* provide a safe, caring environment which encourages a high standard of behaviour
- \* provide a balanced curriculum which meets the individual needs of your child
- \* provide opportunities for spiritual, moral, cultural and emotional development in line with the school's core values
- \* set appropriate schoolwork and homework which will be marked regularly
- \* inform parents about your child's progress and general school matters
- \* encourage and recognise achievement good attendance and punctuality
- \* provide opportunities to a wide range of extra-curricular activities
- \* provide within our means a pleasant and comfortable physical environment in which to work

Signed.....**Class Teacher**

**Parents/Carers**

I /We shall

- \* ensure regular, punctual attendance, except in cases of illness
- \* support the school rules relating to Uniform and jewellery
- \* support the school policies and guidelines for work and behaviour
- \* support my/our child in homework and other opportunities for learning
- \* inform school of any problems or concerns that might affect my/our child's work or behaviour
- \* endeavour to attend parents' evenings and contribute to discussions about my/our child's progress
- \* read letters from school and respond if necessary.
- \* encourage involvement in school teams, clubs and other extra-curricular activities
- \* promote the school's efforts to prevent bullying

Signed.....**Parent/Carer**

**The Pupil**

I Shall:

- \* attend school regularly and on time
- \* be responsible for my own learning and do my best to find out what opportunities are open to me
- \* do my classwork and homework as well as I can
- \* behave responsibly in and outside of school which includes the journey to and from school
- \* become involved, where possible, in teams, clubs and other extra-curricular activities
- \* bring the correct equipment I need and use school resources carefully and appropriately
- \* be polite and show care, consideration and respect to others.
- \* ensure that parents/carers are informed of school activities.

Signed.....**Pupil**

## Appendix 7: Reasons for Pupil Exclusions

Please see Exclusion Policy

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Abuse of the protected characteristics
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Other



**Commitment to Improve Agreement**

\_\_\_\_\_ has received \_\_\_\_\_ amber warnings in the week beginning \_\_\_\_\_.

\_\_\_\_\_ commits to reducing this to no more than \_\_\_\_\_ amber warnings in the week beginning \_\_\_\_\_.

Signed \_\_\_\_\_ (Pupil)

\_\_\_\_\_ (Form Teacher)

**Commitment Review**

\_\_\_\_\_ committed to reducing the number of amber warnings to no more than \_\_\_\_\_ in the week beginning \_\_\_\_\_.

\_\_\_\_\_ received \_\_\_\_\_ amber warnings during this time.

Signed \_\_\_\_\_ (Pupil)

\_\_\_\_\_ (Form Teacher)