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Behaviour Policy

Behaviour and Discipline Policy

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1. INTRODUCTION

The Behaviour policy operates in conjunction with the following policies and guidance from the local authority:

- Anti-bullying policy and practices
- Exclusion Policy (TTLT)
- Special Educational Needs (SEN)
- Equal Opportunities policy (TTLT)
- Attendance Policy
- Safeguarding and Child protection policy
- Disability Discrimination Scheme (TTLT)

At Rushton CE First School we are committed to enabling all children to access education successfully. We pride ourselves in our “inclusive ethos” as part of our Christian philosophy within school; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. We always promote and reward positive behaviour and we aim to embed the school values of Respect, Empathy, Aspiration, Courage and being Happy (REACH).

The way in which adults behave has a profound effect on all the work that is undertaken. We understand that all adults model behaviours; that parents and carers hold the key to learning and behaviours and that school only holds the spare key for the time they are present in school.

We aim at all times -

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school
- Promoting good citizenship, good self-esteem, self-discipline and emotional intelligence
- Preventing bullying.

2. PRINCIPLES

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.

- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work. We try to work and live by the motto that we treat the children at this school how we would like our own children to be treated
- We will seek to give every child a sense of personal responsibility for his/her own actions. Choice is a vital part of this.
- Effective communication systems within school and with home
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support within the classroom and whole school for developing problems.
- Strategies may be recorded in an Individual Education plan
- Bad language is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies when and if required.
- Staff will keep abreast of current issues and initiatives.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- A whole school approach where no one person feels a child or situation is their sole responsibility
- Opportunities for responsibility and recognition for non- academic achievement.

3. IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. Good behaviour does not happen by accident. It needs to be modeled, coached, revisited, reinforced, reviewed and adaptable to circumstances and changing situations within daily life. Children need supporting in making appropriate choices in how to behave in different situations.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. We take care however to recognise that we only have certain 'spheres of influence' and that we cannot take on the parenting roles and responsibilities. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON. We will keep reminding the child that it is their behaviour that is the problem and that they are making bad choices in the way to respond or behave in a given setting.

4. THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour within school.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The School Governors are notified of such actions.

5. THE ROLE OF THE CLASSTEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour on a child's profile in Arbor. If inappropriate behaviour results in safeguarding or health and safety concerns, the incident will be recorded on My Concern.

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 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of a teacher, including on **school visits**.

Teachers can also discipline pupils for **misbehaviour outside school**.

Teachers have a specific **legal power to impose detention** outside school hours.

Teachers can **confiscate** pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

6. THE ROLE OF NON-TEACHING STAFF

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at this school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non-teaching staff treat each child fairly and enforces the Code of Conduct consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher and record the incident on Arbor.

7. PARENTAL INVOLVEMENT

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. Parents are asked to make an appointment for a mutually convenient time with their child's teacher. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Code of Conduct Appendix 1)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

8. SCHOOL BEHAVIOUR POLICY

At Rushton CE First School discipline is recognised to be a collective responsibility between parents, staff, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

Parents:

- To be aware of the Code of Conduct
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the school's authority to discipline children.

Staff:

- To follow and apply the behaviour policy
- To be fair and consistent
- To develop an effective working atmosphere

Children:

- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To take responsibility for their own actions
- To co-operate with and respond to the school's code of conduct
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school.

Through praise and encouragement, we aim to emphasise the REACH values by following positive qualities:

- Kindness
- Consideration
- Respect
- Co-operation
- Patience
- Empathy
- Politeness

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; Racist or Sexist remarks; mimicking; excluding from groups; the making of comments about home situation or circumstances, family or siblings (including Online bullying)

- Aggression towards pupils and adults
- Threatening remarks or gesticulations to others
- Swearing
- Rudeness
- Stealing

We aim to encourage the children to exercise self-discipline and develop the ability to:

- Control their feelings.
- Take turns and share.
- Learn to interrupt only if, and when, appropriate.
- Listen and respond immediately to the teacher's voice.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.
- Accept differences and everyone's rights to be treated fairly.

9. PROMOTING SELF ESTEEM.

Adults when confronted with behaviours that are unacceptable will always ask if this could have been avoided by their actions within the teaching and learning environment. All staff aim to promote positive self-esteem by:

- Providing opportunities for children to work at their own level in order to achieve success.
- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others and celebrate these.

10. STRATEGIES

In order to assist with the implementation of good behaviour, **staff** should:

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds.
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group games in the playground, placing emphasis on taking turns.
- Work on class rules and guidelines with each new class and then give explanations as this develops and resulting sanctions.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Explain the class-based reward system and how this applies and it may vary in different years and times. Themes may vary for instance at times such as Olympics, Commonwealth Games, special days, Golden Time.
- Praise individuals, groups, classes as and where appropriate.
- Ensure that resources are easily accessible and that children have some responsibility for their care. Establish trust in their use and return

- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Utilise present communication systems in school and always look for ways to improve this when required.
- Use identified procedures for non-attendance, persistent lateness.
- Involve outside agencies where necessary through consultation with the SENCO
- Arrange for referrals to School Nurse when and where needed

11. CLASSROOM MANAGEMENT PROCEDURES

There is no magic wand to ensure good behaviours in children, just intent and hard work, consistency and at times adaptability. It is key that you then ensure that you follow through with actions.

To promote good discipline within the classroom, staff should aim to:

- Establish defined classroom expectations to pupils and parents when required.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Share responsibilities between all children. Remind them about this regularly.
- Avoid shouting, use eye contact, positive touch, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources, visit library etc. in small groups.
- Let them establish trust and honesty with you.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

Remind them that this school is 'their school'. We are all here to do what is **best** for them, so that they can achieve their **best** and become the **best**. **This is based on the principle that everyone has a right to learn and a responsibility to allow others that right.**

A failure to comply with these rules may result in: reminders of rules, a verbal reprimand, loss of time, name on board, red dot, loss of break time, escalation to Senior Management or home.

12. POSITIVE BEHAVIOUR MANAGEMENT

At school we believe that most behaviours are correctable via good learning and teaching and from the advice and experience of others within the staffing group.

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead. We will start each day afresh and with a clean slate in order to give new opportunities to change and develop.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

TEN SIMPLE GUIDELINES FOR POSITIVE BEHAVIOUR MANAGEMENT

- 1.** Establish a friendly, positive, supportive relationship with the pupils in your care.
- 2.** Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
- 3.** As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- 4.** Where possible, identify when behaviour problems are likely to arise and try to divert, deflect, deviate, deflate to modify the pupils' behaviour before discipline is needed.
- 5.** Know the school rules and the reasons for them. Most are to do with safety, ability to learn effectively and not take this away from others. Be clear, firm and polite about the behaviour boundaries.
- 6.** Know what sanctions you can use but try to avoid using them – especially if a quiet word or reminder will do. But if you say you are going to...follow through.
- 7.** Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
- 8.** Avoid telling a pupil off in public. If you do hear someone else having a difficult time with a pupil, you can help by being near, offering support, but never add fuel to the fire....' And you were exactly the same last year with me...'
- 9.** Avoid the use of sanctions when support strategies will suffice.
- 10.** Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

Remember a child's behavior is not one person's problem. It is a whole school issue, so share the burden. Collectively we will be able to solve most difficulties.

13. BEHAVIOUR MODIFICATION

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with the Headteacher and the Special Needs Coordinator.

- **Ignoring** or planned ignoral i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing? What should you be doing?, Good you know what to do, so can you do it?
- **Positive Choices** If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Reporting** All staff have access to My Concern in which individual problems are recorded.
- **Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- **Time Out** i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.

14. THE RESULTS OF POOR BEHAVIOURS

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable, lawful and without prejudice. In determining whether a punishment is reasonable, *Section 91* of the *Education and Inspections Act 2006* says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

15. PUPILS CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
- taking part in any school-organised or school-related activity or
- travelling to or 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
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

16. DETENTION

Teachers have a legal power to put pupils (**aged under 18**) in detention.

This School seldom has needed to use detention (within school hours) as a sanction.

The Headteacher can decide which members of staff can put pupils in detention.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.

- The school will act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing. With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

17. CONFISCATION OF INAPPROPRIATE ITEMS

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

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Confiscated items will be kept in a secure place by the teacher or the office.

18. THE LAW OF THE LAND TALKS OF THE 'USE OF REASONABLE FORCE'

Physical Support is the term used in this school and puts it firmly in the realms of First Aid for Behaviour.

School staff have a legal power to use force and lawful use of the power will provide a defense to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

WHAT IS REASONABLE FORCE?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them.
Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

WHEN CAN REASONABLE FORCE BE USED?

SCHOOLS DO NOT LIKE THE WORD ‘FORCE’ BUT THIS IS HOW IT IS ADDRESSED IN ALL LEGAL DOCUMENTATION.

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

Schools can use reasonable force to:

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

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

COMMUNICATING THE SCHOOL’S APPROACH TO THE USE OF FORCE

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a pupil.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

PHYSICAL SUPPORTS- STAFF TRAINING

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. This will be done for all staff and updated regularly to ensure that all adults in school are working from the same starting point and can assist, witness, help de-escalate and be non-judgmental in situations requiring support.

Telling parents when supports has been used on their child

If a support has been applied to a child then a record will be made and the parents/carers will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- which support was used;
- the effect on the pupil or member of staff;
- the child's age.
- training is available from Amba Associates and for more information contact andrewbathome@btinternet.com

WHAT HAPPENS IF A PUPIL COMPLAINS WHEN A SUPPORT HAS USED ON THEM?

- All complaints about the use of a support should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defense to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

19. REWARDS

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups as appropriate by:

- Class teachers
- Teaching Assistants, all support staff and volunteers
- Peripatetic Teachers
- Headteacher
- Lunchtime Supervisors

Rewards can include the following:

- Written praise e.g. a positive comment on work, report
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Stickers certificates for academic and non-academic achievement
- Headteacher award on work or as a sticker
- Trophies and Special Awards
- Placing value on achievements e.g. work shown to another class, name in the school Newsletter.
- Special responsibilities e.g. being a monitor or lunch time prefect
- Child, group or class, singled out as a role model
- Golden time type activity where groups work towards their chosen end reward-extra play time, end of term video or games session

20. SANCTIONS

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- Playtime or lunchtime detention may be given for a serious offence
- Parents informed and involved in the behaviour management process
- Use of report card or progress book (Headteacher informed)

- Time out e.g. outside area under supervision, another group, another class
- Child to sit by teacher
- Reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused- pay back into the 'trust bank' within the class, group or whole school.
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Developmental written comment on work
- Work to be completed in the child's own time or at home.
- Child sent to another appropriate adult to explain their misbehavior and or complete tasks set.
- Removal to a quiet supervised area to complete tasks so as not to disrupt others learning opportunities.
- Referral and or removal to Headteacher

Further Sanctions

In addition, the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Indefinite exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with Trust policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.
- Prior to the exclusion of a child these steps must be taken:
- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- An opportunity for parents to present their case

21. STAGES OF INTERVENTION

The school's discipline procedures can be summarised into five stages.

Stage 1

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from another adult in school

- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the Headteacher stating the reasons why.

Stage 3

- Discussions between Headteacher and Parents, involving the child as appropriate, to try and resolve the problem. A behavior plan may be written.

Stage 4

- Discussions between the Headteacher and parents involving the child as appropriate. The class teacher and to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents and child.
- If there is no improvement the Headteacher should inform the parents of any further action which is likely to be taken, stating the reasons why.

Stage 5

The Headteacher refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

22. PROCESS AND RECORD KEEPING

- Where behaviour is persistently below the standard required, the pupil may be entered on the Special Needs register at 'School Concern'. **Incident notes** will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.
- If the problem is more serious a referral to behaviour support will be considered and discussed with parents. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This may include a positive behaviour plan (personalised approach whereby a framework of rewards and sanctions is agreed with everyone working with that child).
- Teaching Assistant time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.
- *In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or indefinitely.*

23. REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the school's review cycle.