

This policy should be carried out in the context of and in conjunction with Dale Hall CP School's Safeguarding Policy and SEND Policy.

Aims:

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. These procedures apply to all staff, governors and volunteers working in the school. The aim of our procedures is to promote good behaviour in the following ways:

- Provide a broad, balanced and challenging curriculum which is rigorously planned to ensure breadth, depth and relevance and appropriate to the needs and progression of every child.
 - To encourage, reward and celebrate the individual strengths and achievements of children and staff.
 - To develop purposeful links between children, staff, governors, parents and the wider community.
 - To promote high expectations of good behaviour, courtesy, mutual respect and consideration for others within and beyond the school environment. ●
- To help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and ultimately of wider society.

The Dale Hall Right to 'Bee':

All pupils at Dale Hall CP School are expected to:

- Be Caring
- Be Safe
- Be Respectful
- Be Responsible

This is displayed in each classroom.

Traffic Light Behaviour System:

All classrooms will have a traffic light system to manage and promote positive behaviour. Each classroom will have a display with pupil's photographs and at the start of each day all pupils will start on green. This is reset daily.

How the traffic light system works:

Positive behaviour choices

If a child consistently displays excellent behaviour attitudes (safe, caring, responsible and respectful) then the child's name is moved to bronze. If the same child then demonstrates this with another action that relates to our 4 bees then their name is moved to silver. If this level of excellent behaviour continues for the day then they move their name to GOLD. This child is then sent to the deputy/headteacher.

However, this only happens when a pupil has shown exemplary behaviour and not for expected 'good' behaviour. In KS1 the child moves to the rainbow and the shooting star (two steps instead of 3).

Negative Behaviour Choices

If the child is not upholding our 4 Bees then the member of staff will follow the steps below:

Step 1: Facial expression of disapproval.

Step 2: 1:1 Verbal warning (not in front of the class)

Step 3: Discussion 1:1 with the child how they can improve and the type of behavior you would like to see moving forward. Make time and a safe space to do this avoiding humiliation in front of the class.

Step 4: If the behaviour continues then SLT will be radioed for support. The child will then be spoken to formally and an online incident report will be filled out. This will result in parent contact.

Pupils will be referred straight to SLT if unacceptable behaviours are displayed. These may include:

Refusal to accept the authority of a member of staff after being spoken to.

Physical abuse to a person or property (e.g. vandalism, hitting, kicking, biting, punching, spitting, fighting)

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Verbal abuse (e.g. swearing, offensive name calling)

Bullying of any kind (including abuse directed by reason of another individual's race, gender, disability and sexual orientation).

Stealing

Offensive hand signals

Abuse of internet privileges – cyber bullying

Leaving the premises without permission.

At this point the pupil is sent directly to the Deputy or Headteacher who will apply the following sanctions at their discretion.

Contact parent/carer either by phone or letter depending on behaviour

School service- This will be restorative work to enable the pupils to give back to the school community.

Internal withdrawal/ external exclusion

Fixed term exclusion.

IMPORTANT NOTE: If the child has specific needs and is being supported by a behaviour plan, EHCP or the inclusion team, advice should be sought. These children will need an individualised response to their behaviour. However, they should still see a member of the SLT to discuss next steps.

Ways of Promoting Good Learning Behaviour

- Achievement Assembly – An opportunity every Friday where achievements are shared with the school and parents.
- Instant positive comments - written or spoken.
- Stickers – awarded as a reward for achievement and behaviour.
- Sharing success with the Deputy or Headteacher
- Roles and Responsibilities
- Message Home – this is to celebrate learning and behaviour.
- Dojo portfolio entry
- Getting to GOLD

Lunchtimes

During lunchtime, if behaviour does not match 'Dale Hall's Right to Bee', Midday Supervisors will speak to the child and identify calmly and respectfully the behaviour that is causing them concern. If this behaviour continues then the child will be asked to take time out depending on their age. Again, this should be done in a supportive way, outlining the desired behaviour they would like to see moving forward.

If the child still refuses to follow instructions or is disrespectful then SLT OR the adult on duty in the Thrive room will be called for via the radio. Restorative work will be carried out with the child. If the child is still refusing to following instructions then SLT will intervene and follow step 4 procedures.

Ways of Promoting Good Lunchtime Behaviour

- Midday Supervisor stickers
- Instant positive comments - written or spoken.
- Play leader
- Demonstrating how to play by setting up games and challenges
- Library or Hall duty

The Role of the Class Teacher

- 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, assemblies and movement around the school.
- The class teacher is expected to treat each child fairly and enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the online incident report forms. In the first instance,

the class teacher deals with incidents him/herself in the normal manner, following the sanctions. Staff will not send pupils out to stand outside the classroom. Staff will write a note, phone or speak to the pupil's parent at the end of the day if necessary. If the behaviour continues, the class teacher seeks help and advice from the SLT.

- The class teacher will liaise closely with the inclusion manager to discuss necessary support and guidance from external agencies.

The Role of the Headteacher

- It is the responsibility 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 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 the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. Governors are notified of fixed term exclusions on a termly basis. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. If this is necessary the Headteacher will immediately contact the Chair of Governors.

The Role of Parent

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to discipline a child, parents are expected to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Governors

- The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-Term and Permanent Exclusions

- Only the Headteacher (or the acting Headteacher), or his/her nominated member of the Senior Leadership Team has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. ● When a pupil is excluded, the school will provide work for the pupil to do at home until the fifth day of the exclusion. On the sixth day the school will arrange for full time alternative provision until the pupil returns to school. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. ● If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher will also inform the LA and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.
- The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

1 Restraint of Pupils

- DfEE circular 10/98 outlines Section 550A of the Education Act 1996: "The use of force to control or restrain pupil" – the key points are reproduced below.

*Important note: If the reader is in any doubt about the exact wording, implications or meaning, the aforesaid circular must be regarded as having precedence over anything contained here.

It is envisaged that such actions will be very rare.

Section 550A

This section allows a teacher, and other persons who are authorised by the Headteacher to have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- injuring themselves or others
- causing damage to property (including the pupil's own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

The provision applies whether a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.

2 Types of Incident

There are a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil. They will fall into three broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury, or significant damage to property
- where a pupil is behaving in a way that is compromising good order and discipline

Reasonable Force

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There is no legal definition of 'reasonable force' – it will always depend on the circumstances of the incident. Some examples are listed below – the lists are not exhaustive.

Acceptable Level of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupil
- blocking a pupil's path
- holding
- leading a pupil by the hand or arm
- guiding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds

Unacceptable Levels of Force

Staff should not act in a way that might reasonably be expected to cause injury, for example:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe ▪
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil's face down on the ground
- holding a pupil by the wrist

Pupils attempting to leave school premises

Pupils attempting to leave the school premises without prior permission will not be restrained but will be followed by a member of school staff at a safe

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distance and parents will be informed immediately by the school office.

Documentation

If any incident occurs in which measures effecting restraint of a pupil occur, an entry must be included in the appropriate register detailing:

- the date and time of the incident
- the exact circumstances
- measures taken
- outcomes of such action

These must be recorded as soon after the incident has occurred as is practicable and given to Headteacher or Deputy Headteacher. All staff undertakes School Safe Training.

Searching Pupils

‘School Staff can search pupils with their consent for any items which is banned by the school rules. Headteachers and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupils to have knives and weapons, fireworks, alcohol, illegal drugs, pornographic images and stolen items’ (The Department of Education, Ensuring Good Behaviour in Schools April 2011).

If any of the above items are found, they will be confiscated and parents will be informed immediately.

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records within the Class Behaviour Log. The Phase Leaders records within the Phase Leader Behaviour Log. The Headteacher/Deputy Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. Midday Supervisors give written details of any incident within an Incident Form.
- Any fixed term exclusion is recorded centrally.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered

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fairly and consistently.

Review

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- This policy will be reviewed in accordance with the Governing Body Review Procedure. It may, however, be reviewed earlier than this, if the government introduces new regulations, or if recommendations are received on how the policy might be improved.

3 Review

This policy will be reviewed by the Headteacher as may be necessary.

4 Document History

Date	Description
23 February 2016	Reviewed at Learning and Achievement Committee meeting.
10 January 2017	Reviewed at the Learning and Achievement Committee meeting.
20 November 2018	Reviewed at the Learning and Achievement committee and added Safeguarding statement and link to SEND policy
15 December 2020	Reviewed and updated

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