

St. John's C of E Primary School



Policy for Behaviour

Reviewed: September 2015
Next review: September 2017

ST JOHN'S C of E PRIMARY SCHOOL

BEHAVIOUR POLICY

RATIONALE

Our policy is based on a belief that there must be respect and co-operation between all members of our school community and that learning to live together is an intrinsic part of all learning that takes place in St. John's.

PROMOTING GOOD BEHAVIOUR, SELF DISCIPLINE AND RESPECT

Our aim at St John's is to create a caring community with high standards of behaviour, which promotes effective learning. With the help and support of parents/carers, we aim to teach values and rights and responsibilities which will develop a greater understanding of how to be a responsible citizen, both within school and the wider community. It is important that all members of the school community provide a positive role model to others to promote good behaviour, respect and courtesy.

SCHOOL RULE

We have one 'Golden Rule', which is to Love And Respect One Another. This rule is the foundation of the school's ethos and governs the expectations for high standards of behaviour. In our Christian community we expect everyone to have a regard for authority and respect for everyone in our school. It is a fundamental expectation that the Golden Rule is followed by all members of the school community and implemented in all areas of the school's life and environment. The Golden Rule is revisited at the beginning of each academic year as a theme for Collective Worship. The Golden Rule continues to apply before and after school hours, whilst children are on the school premises and whilst wearing school uniform to and from school. It is expected that parents/ carers will support the school's Golden Rule at all times.

SCHOOL VALUES

The Golden Rule is supported by our code of conduct, which have been generated by our school community. They are qualities, which we hold dear and hope everyone will follow in their own lives whilst also looking for them in other people. We value Caring, Honesty, Resilience, Independence, Sharing, Talents, Inclusion, Achievement, and Neighbourliness. Together they spell the word CHRISTIAN which also reminds us of the importance of our Christian ethos.

It is essential that we can trust everyone in our school and therefore children should also demonstrate the qualities of truth and honesty at all times, even in difficult circumstances, in order to resolve matters swiftly.

RIGHTS AND RESPONSIBILITIES

Our approach to behaviour is based upon both rights and responsibilities. A person's rights can only be upheld if others take responsibility for protecting them. The whole school community has the responsibility to do this. The over-arching rights and responsibilities in this school are:

Every child has the RIGHT to:	Every child has a RESPONSIBILITY to:
Be treated with respect	Treat all members of the school community with respect.
Learn to the best of their ability	Ensure that everyone else in the class has the opportunity to learn to the best of their abilities without being distracted or disturbed.
Feel safe and secure at school	Act in a way that keeps others safe and accept responsibility for their own choices and the consequences of their actions.
Be part of the school community	Follow the school Golden Rule, look after the school environment and make sure that everyone feels a valued member of the community.
Be listened to	Listen to others and act on advice which is given.

Every member of staff has the RIGHT to:	Every member of staff has a RESPONSIBILITY to:
Be treated with respect	Treat all members of the school community with respect.
Teach	Provide a challenging, interesting and creative curriculum that engages children and encourages independence.
Feel safe and secure at school	Help to create a safe and pleasant environment, both physically and emotionally for all children and members of the school community.
Be part of the school community	Be a good role model and set a good example for others in the community.
Be listened to when concerns are raised	Be alert to signs of bullying and racial harassment; deal firmly with such issues, in line with school policies and communicate with parents regarding their child's behaviour.

Every parent / carer has the RIGHT to:	Every parent / carer has a RESPONSIBILITY to:
Be treated with respect	Treat all members of the school community with respect.
Know how their child behaves in school	Make their child/ren aware of appropriate behaviour and help them to take responsibility for their own words and actions.
Be part of the school community	Support the school in the implementation of this policy and be aware of the school Golden Rule, values and expectations including the Home School Agreement.
Be listened to when concerns are raised	Keep the school informed of any events at home, which could affect a child's behaviour and model values that will support appropriate behaviour in school.

The Governing Body have the RESPONSIBILITY to follow the statutory guidance for Governing Bodies entitled Behaviour and Discipline in Schools – Guidance for Governing Bodies.

Additionally the Governing Body supports the school by:

- Setting down general guidelines on standards of discipline and behaviour and reviewing their effectiveness.
- Ensuring the policy is followed and upheld and giving support where necessary to the Head Teacher and other staff
- Taking firm action against pupils or parents/carers who harass members of staff on or off school premises. Violence, threatening and abuse by parents and children will not be tolerated.

The Head Teacher has the day-to-day authority to implement the School Behaviour Policy, but governors may give advice to the Head Teacher about particular disciplinary issues.

BEHAVIOUR MANAGEMENT STRATEGIES

At the beginning of every school year, each class will write an agreed set of Rights and Responsibilities. These will help the class work well and reinforce to children that they have rights which they can expect within the classroom and they also have responsibilities to other people. Children will discuss the Rights and Responsibilities for their class and all sign a copy, which will be displayed in the classroom.

As part of their curriculum each class has regular Personal, Social, Health and Citizenship Education. Within this, an objective is also to teach children to follow community rules, to expose the consequences of poor behaviour and to empathise with the victims without blame or accusation. During the term PSHCE will also include some opportunities for ‘Circle Time’, which should encourage every child to feel a more valued and committed member of the group through having a chance to contribute and be listened to.

The expectations of behaviour for children are summarised in the Home School Agreement. Good behaviour, self discipline, honesty and respect will be expected from all pupils at all times. To support the teaching of good behaviour, teachers will use the ‘What Makes Good’ (WMG) model to lay out the expectations for behaviour, routines and procedures such as lining up, wet play, etc. A set of clear expectations will minimise disruption and inappropriate behaviour but there will, at some time, be undesirable behaviour. Therefore, all staff should use a repertoire of behaviour management strategies. Those children who do not comply with the expectations of behaviour will be made aware of the consequences of their actions. In order to ensure consistency throughout the school we have agreed ‘levels of inappropriate behaviour’. This includes examples of inappropriate behaviour, suggested behaviour management strategies and possible consequences (see tables).

REWARDS AND INCENTIVES

Principles of rewards

- There is the expectation that good behaviour should be intrinsic.
- Children will be encouraged to understand that their good behaviour will be of benefit to them and others.
- Good behaviour will predominately be rewarded through verbal praise, recognition and approval.
- It must be clear why the reward is being given.
- Stickers / vouchers should be reserved for special purposes -we do this to ensure that children are rewarded when they are seen making a real effort, but believe that children should not only display good behaviour because they expect that it will be rewarded.
- There will be occasions when specific children have additional/different rewards according to their need/circumstances

We recognise children's behaviour and achievements with the following:

- Nod, wink, thumbs up
- Smiles / Smiley faces
- Team Points
- Telling parents/carers verbally, this may involve phoning / by text message
- Work shown to the Head/Deputy for good effort
- Awards in the Celebrations Assembly
- Head Teacher award stickers
- Merit Badger – In discussion with Teaching Assistants, teachers nominate children in their class weekly to receive a good work award.

In exceptional circumstances a privilege reward or incentives may be given for specific achievements and behaviour.

Each class will have their own additional systems for rewarding behaviour, effort and achievement. These may include:

- Marbles in a jar
- Class / team captain
- Team points
- Special cushion/ chair
- 'Star of the week'
- Special responsibilities

Some will be individual rewards; others will be group or class rewards. Systems on display which are intended to reward behaviour should be reviewed daily. Public reward systems which compare children's behaviour or progress over time should not be used.

CONSEQUENCES

It is when children do not follow our Golden Rule of 'Love And Respect One Another' that consequences will be followed. Teachers and all other paid staff with responsibility for pupils, have the statutory authority to discipline pupils for behaviour which is unacceptable, breaking the school rules, or failing to follow a reasonable instruction. This duty applies to misbehaviour which occurs in school and in some cases, outside school.

Although rewards are fundamental to the encouragement of good behaviour, there is a need for sanctions and consequences to register the disapproval of inappropriate behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval is a powerful sanction. Our aim when invoking a consequence is to be non-confrontational, fair and consistent whilst maintaining respect for all parties involved. Possible consequences are laid out in the tables of inappropriate behaviour. The intention of any consequence is that it will be appropriate to the age, stage and needs of the child. At any point, there is the option to 'fast track' children through the levels of seriousness.

Principles of Consequences

- All unwanted behaviours must be followed up
- It must be clear why the consequence is being applied
- It is the certainty not the severity of a consequence that will have an impact on future behaviour (when necessary a deferred consequence must be followed through)

- Consequences related to the behaviour should be used where possible
- Use low level intervention for low level behaviours and increase the level of intervention according to the persistence/seriousness of the incident (see tables)
- Change of behaviour is the overall purpose when using consequences. It must be made clear what changes in behaviour are required to avoid future punishment
- We avoid blanket consequences wherever possible

The decision to implement a consequence will be made by a member of staff. The consequence will take place on the school premises or if appropriate while the child is under the charge of the member of staff, if the incident occurred out of school. A consequence will not breach any legislation (in respect of disability, SEN, race and other equalities and human rights) and will be reasonable in all circumstances. Therefore the child's age, SEN or disability and any religious requirements will be taken into account. Depending on the nature of an incident or whether an investigation is necessary, it is possible that a consequence may take place on a different day, but it will be as soon as possible. We have agreed not to use 'detention' after school as a consequence.

If an instance when the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm, we will follow the school's Safeguarding Policy. When there is continuing disruptive behaviour, staff will consider whether there may be an unmet educational or other need, and will then abide by the SEN policy, taking into consideration whether a multi agency assessment is necessary.

PUPIL SUPPORT SYSTEMS

There are a range of support systems for children within school. Collective Worship themes also outline and reinforce desirable behaviours and how we respect and love one another. External agencies can be involved if it is deemed necessary and this will usually happen in accordance with the SEN policy.

Transition arrangements into school are reviewed frequently and are adapted according to the observations of staff and/or feedback from parents/carers. There are a range of activities undertaken by staff to enable a smooth transition into secondary school. It is possible to increase the opportunities for Yr 6 children to spend more time at their new school if it is agreed that this would be supportive of the transition.

ANTI -BULLYING AND HARASSMENT

We will not tolerate bullying or any form of harassment at St. John's School.

Bullying involves dominance, it is premeditated and is usually a pattern of behaviour rather than an isolated incident. Bullying may be physical, verbal, emotional or may take the form of 'cyber-bullying'. incidents of bullying will be dealt with using the specific procedures laid out in the Anti-Bullying policy. Annually the school marks Anti Bullying Week in November.

Racial harassment is when any comment is made with reference to a person's ethnicity which is interpreted by the 'victim' as being racist. The school follows the Oldham Metropolitan Borough racial harassment guidelines. Staff will deal with any racially motivated incidents as described in the Racial Equality and Cultural Diversity Policy. They will inform the Head Teacher of any incident for monitoring purposes.

Therefore, this policy should also be read alongside the Anti-Bullying Policy and the Racial Equality and Cultural Diversity policy.

STAFF DEVELOPMENT AND SUPPORT

The school's behaviour policy will be explicitly addressed in induction arrangements for new staff. It will also be revisited annually at the onset of a new school year. INSET will be organised for staff who need support. This may be delivered 'in house' or by an external organisation.

LOW LEVEL INAPPROPRIATE BEHAVIOUR

All of these examples of inappropriate behaviour are ones that, if they are 'one-off' events, are best dealt with through good, consistent classroom behaviour management strategies. At this stage, matters will be dealt with by the adult concerned and they are unlikely to be taken further unless they happen again. They are not listed in any specific order; the adult concerned will choose the best strategies to deal with them.

Example Behaviour	Possible Strategies	Possible Consequences	Personnel
Calling out	Agree a 'secret' sign to warn the child that the behaviour is inappropriate	The 'LOOK'!	TA
Inappropriate laughter		A quiet reprimand	Teacher
Playing with objects at the 'wrong' time	Say the child's name - QUIETLY	Moving the child away from the group they are working/playing with	Dinner Supervisor
Running in school	Praise desirable behaviour	Temporary isolation in the classroom	
Lacking correct uniform /equipment	Ensure that the child understands the instructions/can do the task	Visual reminder (name on the board)	
Disturbing others	Trust the child with a task/give responsibility	Playtime or a portion of lunchtime to be missed	
Interfering with /spoiling someone else's game	Warn the child of unacceptable behaviour	Lunchtime activity to be missed e.g. Football	
Getting out of their seat at an inappropriate time	Move to stand beside/behind the child	Confiscation of items until the end of the day	
Talking over a teacher or other adult	Set up a quiet area where the child can play less active games		
Purposefully being in the incorrect place	Phrase rules/directions in positive language e.g. 'Walk down the corridor' rather than 'don't run'.		
Refusal to follow instructions immediately	Tactical ignoring		
Bringing to school disallowed items such as toys, cards, money	Maintain eye contact		

	<p>Offer a choice – ‘you can either choose to do what you’ve been asked or you can choose ... ‘whatever consequence is appropriate</p> <p>Reframe by distracting or diverting</p> <p>Shorten the amount of time for which the child has to follow a specific instruction, so that they can achieve success more often</p> <p>Use the rule reminder script: ‘It is not Ok to ...’: ‘I am reminding you that the rights and responsibilities are ...’: ‘This is your ... reminder’</p> <p>Use of class rewards</p>		
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MEDIUM LEVEL INAPPROPRIATE BEHAVIOUR

Repetitive low level inappropriate behaviour can be as undesirable as more serious wrongdoing and therefore needs to be dealt with by using stronger sanctions.

Example Behaviour	Possible Strategies	Possible Consequences	Personnel
<p>Dishonesty</p> <p>Repeated examples of:</p> <p>Calling out</p> <p>Inappropriate laughter</p> <p>Playing with objects at the 'wrong' time</p> <p>Running in school</p> <p>Persistently lacking correct uniform/equipment (when it is readily available from home)</p> <p>Disturbing others</p> <p>Interfering with /spoiling someone else's game</p> <p>Getting out of their seat at an inappropriate time</p> <p>Talking over a teacher or other adult</p> <p>Purposefully being in the incorrect place</p> <p>Refusal to follow instructions immediately</p> <p>Improper use of equipment</p> <p>Bringing to school disallowed items such as toys, cards, money or items which may cause damage or be disruptive</p> <p>Disrespectful attitude towards children, staff, parents or visitors</p>	<p><i>In addition to those at low level (which should still be used consistently)</i></p> <p>Warnings</p> <p>Rights and responsibilities reminders</p> <p>Set up a quiet area where the child can do a quiet, independent activity</p> <p>Use 'planned' ignoring tactics, overtly accepting contributions from children behaving correctly</p> <p>Use of class rewards</p> <p>With discretion, ask the child about anxieties</p>	<p>Apology letter</p> <p>Time out (5-10mins.) outside the classroom (N.B. Parents/carers should be informed if a child's behaviour has been undesirable enough to warrant him/her being sent to out of class)</p> <p>Complete unfinished work at lunchtime or take it home to be completed as deemed appropriate by the teacher</p> <p>Confiscation of items to be collected by a parent at a given time</p> <p>Send to relevant SLT and subsequent letter to parent/carer.</p>	<p>TA</p> <p>Teacher</p> <p>Dinner Supervisor</p> <p>SLT</p> <p>Parents/ carers</p>

Insulting or 'cussing' other children or their family or friends Incompletion of assigned work			
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HIGH LEVEL INAPPROPRIATE BEHAVIOUR

Where a child's attitude and behaviour is not responding to any of the strategies or steps mentioned in previous levels and/or there are persistent inappropriate behaviour (s), the strategies and consequences listed below should be considered. It may also be necessary to consider whether there are underlying Special Educational Needs issues. Please see the school's SEN policy. (It could be that examples of this misbehaviour occur without necessarily observing behaviours from previous levels).

Example Behaviour	Possible Strategies	Possible Consequences	Personnel
Persistent behaviour from previous levels	Give a warning of the action you will take if the behaviour persists	Apology letter with copy sent home to parent/carer	Class teacher
Ganging up	Observe the child at play – it may give a clue to reasons for behaviour	Time out (10 - 15 minutes max.) outside the classroom	Other teachers
Deliberately distracting/ disturbing others when they are working	Get family support if behaviour persists	Missing all / part of Privilege / DVD Time	Senior teacher / Deputy
Defiance /refusing to undertake a task	Move child from trouble spots/triggers (areas of the environment/other children)	Moving the child to another classroom on a temporary basis with a 'Time out of Class Slip'	Parents/carers
Ignoring reasonable request	Change the activities available to the child to avoid trigger points	Exclusion from the playground at break/lunchtime for a portion of time or the whole time	
Rudeness to another child or to a member of staff	Identify/celebrate achievements in the classroom/ playground	Exclusion from a school visit	
Bullying/threatening other children including cyber bullying (<i>see also Anti Bullying policy</i>)		Send to DHT / H	
Deliberately hurting others, fighting or being rough (rough physical contact)			
Interfering in incidents that do not concern the child			
Answering back			
Swearing			
Racist remarks (<i>see also 'Racial Equality and Cultural Diversity Policy'</i>)			
Repeated/ deliberate improper or dangerous use of equipment including throwing			

Exclusion from a school visit

Staff may exclude a child from a school visit in response to a specific breach of the behaviour policy e.g. continuous disruptive behaviour. If a teacher is concerned that a child may present challenging behaviour on a school visit, the teacher should undertake a risk assessment. If the risk assessment concludes that with reasonable controls in place, it could be unsafe for the child concerned, or risks could be presented to other children, staff, helpers or the public, the visit arrangements may be adapted or the child may be excluded from the visit. Should a child be excluded from a visit, the school will attempt to provide other educational experiences.

SERIOUS INAPPROPRIATE BEHAVIOUR

It is possible that repeated instances of this type of behaviour could result in a fixed-term exclusion, if there was no indication that the behaviour strategies and sanctions used had resulted in improvement. (It could be that examples of this misbehaviour occur without necessarily observing behaviours from previous levels).

Example Behaviour	Possible Strategies	Possible Consequences	Personnel
<p><i>This could include more severe or repeated instances of any of the behaviours from previous levels.</i></p> <p><i>In addition:</i></p> <p>Assault</p> <p>Defiance</p> <p>Damaging property deliberately including graffiti</p> <p>Taking school property or someone else's belongings without permission</p> <p>Leaving the school site without permission</p> <p>Misuse of the internet or mobile phones</p> <p>Dangerous climbing up or jumping off furniture, equipment or buildings etc.</p> <p>Inappropriate sexual language</p>	<p>Give the child agreed/specific, manageable targets to improve their behaviour and give them a prompt card with targets on</p> <p>Provide a weekly session with a named mentor</p> <p>Undertake a risk assessment</p>	<p>Send to Head/Deputy</p> <p>Exclusion from the playground at break/lunchtime for a portion of time or the whole time</p> <p>Exclusion from a school visit</p> <p>On report for a week / suitable time period with negotiated home reward</p> <p>Introduce an individual 'consequence ladder'</p> <p>Internal exclusion with appropriate support and supervision</p> <p>Ban from using internet</p>	<p>Head / Deputy</p> <p>Parents/carers</p> <p>Outside agency</p>

EXTREME INAPPROPRIATE BEHAVIOUR (INTERNAL, FIXED OR PERMANENT EXCLUSION) (It could be that examples of this misbehaviour occur without necessarily observing behaviours from previous levels).

Example Behaviour	Possible Strategies	Possible Consequences	Personnel
<p>In possession of: an illegal drug alcohola weapon of any type (including an imitation)</p> <p>Pornography</p> <p>Serious actual or threatened violence against another pupil or a member of staff or the school building (including arson).</p> <p>Sexual misconduct</p> <p>Serious misuse of the internet or mobile phones</p> <p>Malicious allegations against staff (any allegation will be thoroughly investigated)</p>	<p>Risk assessment</p> <p>Mentoring/counselling</p>	<p>Internal exclusion</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p> <p>Involvement of police</p> <p>Referral to Social Care</p>	<p>Head (Deputy)</p> <p>Police</p> <p>Social Services</p> <p>Parents</p> <p>Outside Agency</p> <p>Governors'</p> <p>Discipline Committee</p>

EXCLUSION either for a fixed term or permanently

There may be occasions where all the support that is given does not work and an individual child is so disruptive that they have to be excluded from school. There may also be severe isolated instances such as a violent attack on another person or property, which are not necessarily the result of going through the different steps but which may mean that a child should be excluded from school. Exclusion is used as a last resort for extreme misbehaviour as cited above.

Exclusion could take the form of internal or external exclusion depending on the severity of the instance and any previous instances in which the child may have been involved. Internal exclusion will be for a fixed time and could mean the child being withdrawn from his/her class group during curriculum time, playtimes and lunchtimes or both. It may be that during the course of an internal exclusion, reintegration back to the class would be staged with the child returning to class for curriculum time but continuing to be withdrawn for playtimes.

There is a specific process that has to be followed if a child is to be externally excluded. The Head Teacher (or his / her nominated deputy) will be the only person who excludes a child. The decision to exclude a child would never be taken lightly, but would occur as a result of a serious event or a series of a number of events. It is also the case that a child could be excluded because none of the actions taken by the school are working and the child is seriously preventing the education of other children.

The Head Teacher may exclude a child for one or more fixed periods for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. In exceptional cases, usually when further evidence has come to light it is possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion.

If the Head Teacher excludes a child, he/she must follow procedures set out in law and statutory guidance. Parents are immediately informed giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, make representation to the Governing Body. The Head Teacher also informs the LA and the Governing Body about any permanent or fixed term exclusions beyond 5 days in any one term.

The Head Teacher can exclude a child for up to 5 days during which time it is the parents/carers responsibility to take care of the child. From the sixth day of a fixed term exclusion, the school will make alternate provision to provide full time education.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers exclusions on behalf of the Governing Body. The Discipline Committee must meet in the case of a permanent exclusion or a fixed term exclusion of more than 15 days in one term (or which brings the child's total number of days of exclusion to more than 15 in one term). When the discipline committee meets it considers the circumstances in which the child was excluded, considers any representation by parents and the LA and has the power to reinstate the child. If the discipline committee decides the child should be reinstated, the Head Teacher must comply with this ruling.

To ensure that a child's dignity remains intact, teachers and relevant members of support staff are informed of a child's exclusion. If members of the child's class ask where the child is the word 'excluded' will not be used in the reply. The class teacher should use his/her discretion and answer sensitively, e.g. 'They have gone home'. After a child has been excluded from school a reintegration interview will take place between the child and a member of Senior Leadership Team to ensure that the child is able to return to school as smoothly as possible. Our aim is to ensure that any fixed term exclusion is followed up pastorally to ensure a child's smooth transition back into school. On the child's return, a pastoral care plan will be drawn up in conjunction with the parent/s and child.

SCREENING AND SEARCHING PUPILS

The school has no screening mechanisms e.g. metal detectors.

School staff can search a child for any item banned, if the child agrees, without parents being present or without requesting their consent. Head Teachers and staff have a statutory power to search children or their possessions, without consent (from children or parents/carers), where they suspect the child has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. All searches will be undertaken by two members of staff.

If a member of staff suspects a child has a banned item in his/her possession, they can instruct the child to turn out his or her pockets or bag and if the child refuses, the teacher can apply an appropriate sanction. Staff may take the decision to search a class if an item has gone missing and they have reasonable grounds to believe that the item is within the possession of someone within the class.

The member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other children talking about the item or they might notice a child behaving in a way that causes them to be suspicious. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the child, for example on school visits. The power to search without consent permits a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going any further. Only a person with more extensive powers (e.g. a police officer) is allowed to carry out an intimate search. 'Possessions' means any goods over which the pupil has or appears to have control – this includes trays and bags. A child's possessions can only be searched in the presence of the child and another member of staff.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. The law allows school staff to confiscate items from children.

The general power to discipline enables a member of staff to confiscate, retain or dispose of a child's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Staff have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items') or items that are evidence in relation to an offence. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item. Where they find stolen items, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practical. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (e.g. iPods/laptops) or illegal (e.g. alcohol/fireworks). Where staff are unsure as to the legal status of substance and have reason to believe it may be a controlled drug they should treat it as such.

THE POWER TO USE REASONABLE FORCE

The legal provisions on school discipline provide all members of staff with the power to use reasonable force to prevent children committing an offence, injuring themselves or others, damaging property, causing disorder and to maintain good order and discipline in the classroom. The term 'reasonable force' covers a broad range of actions that involve a degree of physical contact with children. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 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. However, teachers will physically separate children found fighting or if a child if he/she refuses to leave a room when instructed to do so. When making a decision about the use of reasonable force, staff will make reasonable adjustments for disabled children and children with SEN. In line with the school's 'Use of Force to Control or Restrain Pupils' policy, a record of such instances will be recorded and in the interests of good practice, parents/carers will be informed. Staff will never use force as a punishment – it would be unlawful to do so.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Staff have the duty to discipline beyond the school gate in the following circumstances if a child or children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a child at the school
- Posing a threat to another child or member of the public

Misbehaving in a way that could:

- have repercussions for the orderly running of the school
- adversely affect the reputation of the school

The Head Teacher may decide it is appropriate to notify the police or LA Anti – Social Co-ordinator of the actions taken against a child. If the behaviour is criminal or poses a serious threat to another child or a member of the public, the police will be informed.

Staff will consider whether any such misbehaviour may be linked to the child suffering, or being likely to suffer significant harm. If this is the case, the school's Safeguarding Policy will be followed.

PASTORAL CARE FOR SCHOOL STAFF ACCUSED OF MISCONDUCT

In the event that there is an accusation of misconduct against a member of staff, the advice in the 'Dealing with allegations of Abuse against Teachers and other staff' guidance will be followed. This guidance makes clear that a person must not be suspended automatically, or without careful thought. The school will consider carefully whether the circumstances of the case warrant a person being suspended until the complaint/allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a teacher, the school will ensure that the staff member has access to a named contact who can provide support.

This policy will be shared annually with all in the school community; through newsletter items, publication on the school's website, assemblies, PSHCE and Circle Time. It will be distributed to parents/carers when their child starts school at St. John's and then parents/carers will be signposted to the most recent version annually through the school newsletter. Governors will review this policy annually.

Level of Seriousness	Possible Consequences	Key Personnel		
Extreme	<ul style="list-style-type: none"> • Permanent Exclusion • Fixed Term Exclusion • Internal Exclusion 	Head	Governors	Parents / Carers
Serious	<ul style="list-style-type: none"> • Report Card • Letter To Parents • Meeting with parents, child and HT 	HT Class Teacher		Parents / Carers
High	<ul style="list-style-type: none"> • Time Out of class • Exclusion from play or break or activity • Send to DHT / HT 	HT DHT Class Teacher		Parents / Carers
Medium	<ul style="list-style-type: none"> • Apology Letter • Sent to another class 	Class Teacher/s		Parents / Carers
Low	<ul style="list-style-type: none"> • Time out within the class • Portion of playtime missed • Portion of Privilege Time missed • Visual / verbal reminder 	Class Teacher Teaching Assistant Midday Assistant		

Time-out of class slip



St. John's C of E Primary School,
Keys Stage II Site
James Street,
Failsworth,
Manchester.
M35 9PY.

Key Stage I Site
Ashton Road East
Failsworth
Manchester
M35 9PN

Dear Parent,

I am writing to tell you that _____ has had to
spend time out of class today because_____

Our behaviour policy notes the importance of sharing with parents/carers when behaviour disrupts learning.
As a school we seek to deal with behavioural issues through a partnership with parents/carers and look
forward to your support in encouraging improved behaviour from your child in the future.

Yours sincerely,

Class Teacher



My Name: _____

Date: _____

What did you do?

Why was this behavior inappropriate?

How did your behavior disrupt others?

How should you have chosen to behave?

How can you make sure this doesn't happen again?

Helpful documents:

'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

'Screening, Searching and Confiscation – advice for school leaders, staff and governing bodies'.

'Dealing with allegations of Abuse against Teachers and other staff'

'Behaviour and Discipline in Schools – Guidance for Governing Bodies'

'Improving behaviour and attendance: Guidance on exclusions from schools and pupil referral units'

Equality Act 2010

Related Policies

- Home School Agreement
- SEN
- Anti bullying
- Racial Equality and Cultural Diversity
- Child Protection (safeguarding)
- Acceptable use of the internet