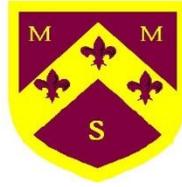


# Maids Moreton C.E. School



## School Discipline and Pupil Behaviour Policy

### Introduction

Maids Moreton CE School expects a high standard of behaviour from all members of the school community. We believe that good behaviour, positive relationships and discipline within the school are essential if children are to learn and teachers are to teach effectively. Without a conducive atmosphere, effective teaching and learning cannot take place. As staff we work hard to create a supportive, safe and calm school environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld. We aim to assist every child to grow up as a positive British citizen with a clear and acceptable view of what is right and wrong; appreciating the needs of others and the society around them. Our whole school approach to behaviour has been firmly established across the school for many years and reflects our mission statement, aims and Christian values.

The Behaviour Policy applies to everyone within the school community; pupils, staff, governors, parents, carers and visitors. It links closely with the Home School Agreement and the Policies for PSHE and Citizenship, Attendance, Teaching and Learning, Equal Opportunities, SEND, Health and Safety, Anti-Bullying, Managing Allegations made against Education Staff and Volunteers working with Children and Young People, The Use of Reasonable Force by Staff to Control or Restrain Pupils and Child Protection and should be read in conjunction with them. These Policies underpin the work of the school and reflect its values and aims.

### Aims

As a school we aim to:

- foster a caring, family atmosphere in which teaching and learning can take place in a safe, secure and happy environment based on Christian values;
- create a positive ethos where children can thrive through the provision of a stimulating curriculum within which children enjoy the challenges of learning both independently and through positive interaction with others;

- promote good personal relationships between people based on co-operation and mutual respect, justice and reconciliation;
- encourage a caring and responsible attitude towards the lives, opinions and property of others at all times;
- eliminate all forms of discrimination, disruption, harassment and bullying;
- create a welcoming and cooperative school community in which relationships are based on mutual support, respect and trust and where everyone feels valued;
- reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, which will help to promote self-esteem, confidence, and reinforce desired behaviours through good role models;
- make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow;
- resolve behavioural problems in a caring and sympathetic manner as they occur, in an expectation of achieving an improvement in behaviour;
- ensure that vulnerable and pupils with SEND receive behaviour support which is relevant to their specific needs;
- support those pupils who find it hard to comply with the expected behaviour within school by establishing consistent and explicit systems of discipline;
- ensure that all staff take responsibility for consistently supporting appropriate behaviour within the school, treating all children fairly and applying this Discipline and Behaviour Policy in a consistent way;
- deal quickly, consistently and fairly with any cases of bad behaviour or bullying, using de-escalation techniques whenever possible;
- establish prompt open lines of communication with parents to work in partnership to support pupils' behavioural needs;
- refer, if necessary, to the appropriate support provided by the LA;
- use exclusion as a last resort after all other avenues have been explored except where extreme physical violence is putting staff and/or pupils at risk.

The school ensures that the whole policy and its implementation is reviewed on a regular basis and its content made known to the school community.

### **Key Principles of Effective Behaviour Management**

High standards of appropriate behaviour are achieved through:

- an effective curriculum, appropriately differentiated to stimulate and engage all pupils, accurately matched to their learning needs;
- an organised environment where all members of the school community feel safe;
- positive, consistent management of behaviour adopted by all;
- clear, consistently applied systems for rewards and sanctions;

- clear behavioural expectations;
- the modelling of appropriate behaviour;
- working in partnership with parents;
- early intervention.

Management of children's behaviour in school is carried out primarily through positive expectations and responses to good behaviour, high quality teaching and by building close relationships with children based on Christian values. Our school community acknowledges good behaviour and children are made aware of the beneficial consequences of appropriate behaviour for themselves, their class and the whole school community.

Strategies used to achieve positive and effective behaviour and discipline:

- We teach pupils how to solve their own problems through discussion and negotiation, so they learn how to think things through and talk together to establish agreement.
- With our support we help pupils to develop the ability to take responsibility for their own actions, and to see the links between their behaviour and the consequences of their actions and subsequent events.
- Speaking assertively to disruptive pupils and using language which is clear, firm, calm and decisive.
- Approaching behaviour and discipline in a positive and consistent way across the whole school.
- Encouraging pupils to offer their points of view, expressing their feelings and to listen to those of others.
- When appropriate, providing nurture type sessions at playtimes to support the most vulnerable and challenging pupils.
- Regular PSHCE lessons and assemblies across the school.

## **Our Beliefs**

We believe that:

- All pupils are entitled to equal regard, just as they are entitled to equality of opportunity in learning.
- Education is about the development of the whole person. By this we mean that opportunities for pupils to develop positive values and attitudes are as important as the development of skills and factual knowledge.
- Education should be the means of achieving greater independence without impairing the rights of others.
- Relationships in which everyone may feel self respect, and show respect for other people are vital to the quality of our lives.
- Pupils should be helped to understand that:
  - (a) No individual or group should expect more or better opportunities or resources to the detriment of another.

(b) There is a group responsibility to defend each other's entitlement to learning opportunities.

We feel the above aims and beliefs are most likely to be achieved when clear rules and responsibilities concerning behaviour are negotiated, articulated and upheld throughout the school.

### **Our school rules**

To help protect our rights & to encourage personal responsibility, we have rules for our classrooms and school community.

These rules include:

<p><b>Problem Rules</b> Concerned with the ways in which we solve problems between each other.</p>	<p><b>Rule</b> Play games fairly, allow everyone to join in and take turns.  Listen and talk calmly and politely, when sorting out a problem or dispute.  Be gentle and respect the personal space of others.  Be honest and always tell the truth.</p>	<p><b>How to keep it</b> Follow the rules of the game, allowing everyone to join in and take turns.  Take time to calm down before starting to talk.  Take yourself somewhere quiet to calm down.  Listen to the other person's point of view.  Decide what you're going to do to put things right.  Sort out problems by using your words not your feet or hands.  Admit responsibility if you have done something wrong.</p>
<p><b>Safety Rules</b> Apply to personal safety of pupils and staff and the care and use of equipment.</p>	<p><b>Rule</b> Look after school equipment and use it sensibly.</p>	<p><b>How to keep it</b> Always use resources properly and appropriately for the purpose for which they are intended.</p>

	<p>Keep everyone safe and happy at our school.</p> <p>Be gentle and respect the personal space of others.</p>	<p>Look where you are going in school &amp; on the playground</p> <p>Do not invade the personal space of other children with your hands, feet or other equipment.</p>
<p><b>Talking &amp; Communication Rules</b> Apply to the agreed means of communication within the classroom and in the playground, appropriate volume levels when talking, and using positive and courteous language.</p>	<p><b>Rule</b> Use a quiet voice in class.</p> <p>Listen carefully and remember when to be silent.</p> <p>Speak kindly to everyone.</p>	<p><b>How to keep it</b> Speak quietly inside school.</p> <p>Listen when others are speaking and remember to take turns.</p> <p>Do not call out.</p> <p>Do not interrupt when adults are speaking.</p> <p>Remember when to be silent, e.g. in assemblies, when lining up, during lesson introductions.</p> <p>Do not swear or use bad language.</p> <p>Do not say unkind things to others.</p>
<p><b>Learning Rules</b> Apply to the ways we learn in class.</p>	<p><b>Rule</b> Work hard and always try to do your best.</p> <p>Follow adult instructions willingly and cooperatively.</p> <p>Follow the “good sitting and listening” rules.</p> <p>Listen carefully.</p>	<p><b>How to keep it</b> Pay attention and concentrate in class. Do your best.</p> <p>Listen carefully to advice and follow instructions.</p> <p>Follow the good sitting rules. Follow the listening signal.</p> <p>Avoid distractions.</p>

<p><b>Movement Rules</b> Apply to the ways we move around the building and site, and how we come into and leave the classroom &amp; school.</p>	<p><b>Rule</b> Walk quietly inside the building at all times.</p> <p>Be in the right place at the right time.</p>	<p><b>How to keep it</b> Walk inside the building. Do not run.</p> <p>Be on time for lessons &amp; ready to start activities punctually.</p> <p>Never go out of school during school time.</p> <p>Only move around the classroom when it is really necessary.</p>
<p><b>Treatment Rules</b> Are concerned with how we interact and treat each other and our surroundings.</p>	<p><b>Rule</b> Be polite, kind, helpful and caring to others.</p> <p>Follow adult instructions willingly and cooperatively.</p> <p>Respect all members of the school community and treat each other how we would like to be treated.</p> <p>Respect the school property and that of others.</p> <p>Be honest and always tell the truth.</p> <p>Look after our school and keep it clean and tidy.</p>	<p><b>How to keep it</b> Be polite, kind and considerate to all.</p> <p>Follow adult Instructions willingly and cooperatively.</p> <p>Respect other people's beliefs and opinions. Show respect to visitors</p> <p>Never steal, litter, deface, damage or misuse school or class mate's property.</p> <p>Always be honest &amp; truthful.</p> <p>Keep our school clean and tidy.</p>

## **School Rules**

In order to keep everyone safe and happy at our school we have devised the following rules:

- Be polite, kind, helpful and caring to others.
- Be gentle and respect the personal space of others.
- Be honest, always tell the truth and accept responsibility for the things you do.
- Play games fairly, allow everyone to join in and take turns.
- Inside the school building, use a quiet voice and walk calmly. Use a quiet voice in class.
- Work hard and always try to do your best.
- Follow adult instructions willingly and cooperatively.
- Follow the “good sitting and listening” rules, and remember when to be silent.
- Be in the right place at the right time.
- Respect other people, their possessions and school property.

These rules are clearly communicated to pupils and staff and are displayed in each classroom as well as on the playground and school website. The rules are revisited at regular intervals to refresh staff and pupils. In this way, every child in the school knows the standard of behaviour that we expect.

## **Rewards**

All pupils are encouraged to exhibit good behaviour and feel valued for their contribution to the life of the school. Praise, reward and responsibility are used effectively in a variety of ways to recognise and reward children for good behaviour. The ethos is to reward positive behaviour. The following are some of the strategies used:

- Commenting on a child’s good behaviour to other children/other classes.
- Tapestry used to keep parents informed.
- Face-to-face dialogue with parents at the end of the school day.
- Verbal affirmation and praise for good and consistently good behaviour from all staff.
- Visual signs such as stickers.
- Children are praised in assemblies and rewarded for good behaviour, e.g. Golden Awards assemblies. Each week we nominate children from each class to receive a Golden Award. Two certificates are awarded per class. Individual children are praised and presented with their awards at the weekly Celebration Assembly in front of the whole school. The child’s

name and brief explanation of the reason for the award is recorded in the school's Golden Award Book.

- Children are rewarded at the end of year assembly in church where eight children from each class are nominated to receive awards based on the school Christian values of courage, kindness, determination and respect.
- Children receive certificates for good attendance.
- Children visit the Head teacher for verbal praise and are presented with special Head teacher award stickers in recognition of their efforts.
- Rewards such as choosing time, being selected to do jobs, being first to do something or being first in the line are given.
- Responsibility around the school is given to children who exhibit good behaviour.
- Children earn stickers and wrist bands. These recognise effort and determination as well as attainment, good behaviour and kindness both during and out of lesson times.
- All classes have an opportunity to lead a class assembly where they are able to show examples of their best work.
- Interest Assemblies in Year 1 and 2, and Show and Tell in Reception, provide an opportunity for Year 1 and 2 pupils to share their 'out of school' achievements and interests with their peers, e.g. music, sport or drama.
- Children learn about collective responsibility and rewards by working together towards a negotiated treat, in recognition of good behaviour, if all class members are in the green zone by the end of the day, e.g. extra choosing or playtime.

### **Consequences of inappropriate behaviour**

Our priority is to foster and teach positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes the rights of others to equality of opportunity, to be respected and valued, to be safe, and to learn or to teach. In such situations we feel we need to describe the nature of such behaviours and their possible consequences.

By specifying the consequences of such behaviour we are making explicit what we consider is unacceptable, so that the resultant course of action is clearly understood by pupils, staff, governors and parents. Any parent or carer accepting a place at Maids Moreton CE School is therefore accepting the procedures we have agreed and adopted for responding to inappropriate behaviour.

In deciding how to manage pupil behaviour we use a traffic lighting system across all classes. This is displayed visually in all classrooms. At the start of everyday, all pupils start in the green zone. The vast majority of pupils remain in the green zone during the school day. Pupils may be moved to the yellow or red zones, if they display any of the inappropriate behaviours documented below. Pupils in the yellow zone have the opportunity to return to the green zone by modifying their behaviour and demonstrating the desired behaviours outlined in

the school rules. Through this process children are reminded that they are responsible for their own actions.

**Inappropriate behaviours are placed in three categories:**

**1. Abusive behaviour**

**2. Behaviour which prevents others from learning**

**3. Dangerous behaviour**

The behaviours and their possible consequences described below, are intended as a guide to the procedures which will be followed. Every situation is different and will be treated with sensitivity by the staff and governors at the school. Provocation is always taken into consideration and all points of view taken into account. We wish to work in partnership with parents to help pupils with behavioural/emotional difficulties. We are prepared to listen and be flexible in our response. Each child is unique, so we investigate the cause of the misbehaviour and respond accordingly. In all cases time is spent with the individual child explaining why their behaviour is unacceptable and guiding them to adopt a more positive and cooperative approach.

Ultimately, if a pupil continues seriously to violate the rights of others and/or shows no sign of wanting to change, exclusion will be considered.

**Green Behaviours**

**Behaviours Demonstrated**

- Pupil follows the school rules.
- Pupil respect the rights of self and others.
- Pupil is cooperative and self controlled.
- Their behaviour is sensitive, thoughtful and polite.
- They are attentive and hardworking.

**Response to Behaviours**

- Verbal affirmation and praise.
- Visual signs such as stickers and wristbands.
- Face-to-face dialogue with parents at the end of the school day.
- Children's parents are spoken to regarding the good behaviour.
- Golden Awards.
- End of Year recognition certificates.
- Children visit the Head teacher for verbal praise and are presented with special stickers.
- Rewards such as choosing time, being first to do something or being first in the line are given.
- Pupil used an exemplar of good behaviour for others. Commenting on a child's good behaviour to other children/other classes.
- Pupil's success is shared with others.
- Pupil given roles and responsibilities.
- Tapestry used to keep parents informed.

Before being placed in the yellow zone, pupils are given an oral warning to remind them of the expectation and to give them the opportunity to modify their behaviour. If a second warning is required, they are placed in the yellow zone. We always take the time to explain to pupils the consequences of their actions and the reason why they have been placed in the yellow zone.

## **Yellow Behaviours**

### **Behaviours Demonstrated**

#### **Abusive behaviour:**

- Making unkind personal remarks to other pupils.
- Making unkind comments about another child's work.
- Using inappropriate language without a true understanding of its meaning.
- Pulling faces at other children or behind their back.
- Looking into toilets whilst others are inside.
- Showing disregard for others' personal space, e.g. touching, leaning on them, poking.
- Defying or disobeying an adult request/instruction. Answering back. [see red zone for escalating defiance]
- Showing a lack of respect for school property e.g. throwing balls on the roof, dropping equipment on the floor, scribbling on the table.

#### **Preventing learning**

- Using a raised voice in the classroom which disturbs the learning of others.
- Talking during listening or silent time e.g. in lessons, assemblies, when lining up.
- Not listening.
- Shouting out and interrupting in carpet time.
- Not following the rules of "good sitting."
- Moving unnecessarily around the classroom, preventing own & others' learning.
- Silly behaviour in the cloakroom/ classroom, delaying own and other's learning.
- Deliberately distracting others through silly behaviour.
- Refusing to share materials/resources or to use them sensibly.
- Monopolising teacher time/attention.
- Spoiling or taking another's work.
- Inciting others to disruptive behaviour.

#### **Dangerous behaviour:**

- Entering school at playtime without permission, when area is unsupervised.
- Making others feel unsafe, e.g. pushing when lining up.
- Unsafe use of classroom equipment due to silliness.

**Procedures for dealing with minor forms of unacceptable behaviour.  
[yellow zone behaviour]**

- Pupil misses 5 minutes playtime/lunchtime.
- Any additional sanctions should relate to the offending behaviour e.g cleaning a table that the pupil has scribbled on.
- Pupil is reminded of the school rules and expectations.
- Discussion with the whole class of the school rules.
- Pupil /s given time to talk the issue through together, mediated by a member of staff & agree what they have learned from it and what they should do differently in future in terms of making better choices.
- Pupil excluded from relevant activity, e.g. playtime.
- Class discussion of the behaviour & the feelings it evokes. Issues addressed through, PSHCE and assemblies.
- The teacher may talk informally with the pupil's parents.
- Pupil completes assigned work at playtime.
- Pupil repeats a task, if task is not completed to the child's best ability.
- Pupil sits alone or nearer the teacher on the carpet, if not listening or distracting others.
- Pupil is removed from working group or friends to a new seating position in class.[e.g for talking in class, distracting others].
- Possible 'time out' within the class or with another teacher.
- Pupil misses a privilege or series of privileges.
- Letter of apology written to offended person.
- Loss of free time/choosing time/Golden time.
- Loss of a position of responsibility.

**Children can be placed in the red zone for either –**

Persistence with earlier levels e.g. Child already in the yellow zone and continues to misbehave throughout the day and makes no attempt to modify their behaviours.

Or-

Any of the behaviours listed in the chart below.

## **Red Behaviours**

### **Behaviours Demonstrated**

#### **Abusive Behaviour:**

- Shouting at members of staff with refusal to follow adult instructions, e.g. running off and refusing to come back, waving equipment in the air and refusing to put it down, refusing to stop undesired behaviours.
- Verbal abuse: Persistent, escalating defiance and answering back - showing a lack of respect.
- Using bad language/swearing with intent.
- Stealing/taking others' personal belongings.
- Bullying.
- Inciting others to bully.
- Deliberately damaging others' property, including school property.
- Threatening others with dangerous objects.
- Spitting at others.

#### **Preventing learning:**

- Throwing tantrums.
- Refusal to follow class instructions and shouting at members of staff.
- Leaving room without permission.
- Intentionally damaging school/others property.
- Refusal to work and disruptive behaviour in class.

#### **Dangerous behaviour:**

- Deliberately throwing an object in the classroom/outside which could injure another person. [e.g. in anger]
- Throwing an object at another person which strikes them.
- Strike or injure another pupil, necessitating medical attention.
- Loss of self control e.g. temper tantrum.
- Loss of self-control & need for restraint to avoid hurting self, others, or property.
- Deliberately hitting, kicking, pushing other children.
- Physical fight with another child.
- Running away from school premises.
- Assaulting another child with an object.
- Biting another child.
- Physical aggression towards an adult. Physically assaulting an adult.
- Bringing weapons to school.

### **Procedures for dealing with serious forms of unacceptable behaviour.**

- As for yellow zone, plus class teacher must inform the child's parent of the unacceptable behaviour at the end of the day, preferably face to face, or by phone.
- Phone call to parents during the school day for serious breaches of behaviour.
- Details of incident recorded in class behaviour log.
- A repeat of the same unacceptable behaviour would involve a more stringent sanction, e.g. longer loss of playtime.
- "Time out." Pupil removed from class.
- Sent to head teacher to explain behaviour and for further sanctions e.g. loss of playtime, time out in headteacher's office.

If the behaviour occurs at lunchtime or playtime, the relevant member of staff on duty must place the child in the correct zone, explain the consequences and reasons to the child and inform the class teacher to maintain consistency over the school day. They must also complete a behaviour log and explain the details of the incident to the class teacher and/or head teacher.

### **External agency intervention required.**

#### **Behaviours demonstrated.**

- Persistence with earlier levels of disruptive behaviour, despite interventions, discussion & sanctions.
- Persistent disruptive behaviour and refusal to work.
- Persistent, recorded, violence towards others
- Persistent disruption of the learning of others. Teacher's record of pupil's disruptive behaviour shows an unacceptable loss of teaching time
- Persistent abusive language
- Persistent bullying
- Persistent deliberate damage to school property
- Persistent stealing.
- Lack of parental support to school and for Behaviour Policy.
- Physically assaulting an adult.
- Physically assaulting another pupil necessitating offsite medical treatment.
- Bringing weapons into school

## Procedures for dealing with persistent serious forms of unacceptable behaviour.

- Parents notified & meeting arranged with parents, class teacher and head teacher.
- Ongoing, written record of all disruptive behaviour kept, which can be shared with pupil, parents & other professionals involved.
- Daily feedback to parents from class teacher.
- Parents offered external support, e.g. through School Nursing Team, parenting support group, Family Resilience.
- Referral to the Pupil Referral Unit.
- Other agencies involved eg Educational Psychologist, police, GP, Social Care, Family Resilience.
- Head teacher/staff monitor pupil's behaviour & meet to discuss ongoing situation/agree action plan.
- Pupil sent home for remainder of day following a serious incident.
- Governing Body informed/involved and possible exclusion considered.
- If the child involved does not modify their behaviour then either a fixed term exclusion will take place or, in a very serious case, permanent exclusion will be considered, after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

NB. A particularly serious problem involving Health and Safety of the pupils could result in suspending the normal procedure and a child being excluded.

For further guidance on the exclusion of pupils, refer to the LA and DFE's guidance on the exclusion of pupils.

### Fixed-term and Permanent Exclusions

Only the head teacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil 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. It is possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the head teacher excludes a child, the parents or carers are informed immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make such an appeal. The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. When an appeals committee meets

to consider exclusion, they consider the circumstances in which a pupil was excluded, consider any representation by parents or carers and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decided that a pupil should be reinstated, the Head teacher must comply with this ruling.

## **Prevention of Bullying**

Bullying of any kind is unacceptable and will not be tolerated at our school. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. While it is very difficult to totally eradicate bullying, we do everything in our power to be proactive in preventing such behaviours occurring ensuring that all children attend school free from fear.

## **What is Bullying?**

Bullying is unacceptable behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is sometimes motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Preventing violence and ensuring the immediate physical safety, as well as the emotional well-being of our pupils is the school's first priority.

At Maids Moreton we adopt the following strategies to prevent and address bullying:

- All staff are aware of their responsibilities to foster an atmosphere where bullying is discouraged and each individual feels cared for and valued.
- All staff know the children well and respond decisively and quickly when issues between pupils might provoke conflict.
- We take firm action against those who are responsible for bullying and involve parents to work in partnership with the school to modify and improve behaviours.
- We keep records to monitor behaviour.
- Depending on the type of issues, pupils may be spoken to individually, as a class through Circle Time and PSHCE lessons or as a whole school through assemblies.
- Pupils are strongly encouraged, with frequent reminders, to tell an adult if they feel they are being bullied.

The school's anti-bullying procedures are outlined in more detail in the Anti-Bullying Policy available on the school website.

### **Malicious Accusations made by Pupils Against Staff**

Following a thorough investigation, if a pupil is found to have made a false accusation against a staff member, the Head Teacher will meet with the child and parents to explain the consequences of the child's accusation and sanctions will be imposed following the guidance within this policy. [see Red Zone].

### **Pastoral Care for Staff Accused of Misconduct.**

Pastoral care for staff accused of misconduct will be provided drawing on the advice in the school policy "Managing Allegations made against Education Staff and Volunteers working with Children and Young People." Governors would not expect that staff so accused should be automatically suspended pending an investigation.

### **The Power to use Reasonable Force and Other Physical Contact.**

#### **Definitions**

The definitions as laid out by the Department for Education in the July 2013 document "Use of Reasonable Force-Advice for Head Teachers, staff and governing bodies:"

*"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 pupil needs to be restrained to prevent violence or injury".*

*"Reasonable in the circumstances' means using no more force than is needed".*

*"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. In school reasonable force is used for two main purposes, to control or to restrain pupils and will only be used when circumstances deem it absolutely necessary".*

Reasonable force may be used to:

- Prevent pupils hurting themselves or others, from damaging property or from causing disorder;
- Remove disruptive pupils 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 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.

The actions that we take are in line with government guidelines on the restraint of children. See the school's policy on "The Use of Force to Control or Restrain Pupils".

### **Behaviour Expectations beyond the School Gate**

The same expectations of behaviour and use of sanctions also apply to unacceptable behaviour witnessed by school staff or reported to the school in the following circumstances, where children are:

- taking part in any school-organised or school-related activity
- travelling to and from school
- wearing school uniform
- in some other way, identifiable as a pupil at the school

Or any occasions which:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, member of staff or member of the public
- Could adversely affect the reputation of the school.

In all of these circumstances the head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow its Safeguarding Policy.

## **Screening and Searching Pupils**

The School refers to the DFE Guidance “*Searching, Screening and Confiscation –Advice for Head Teachers, school staff, governing bodies 2018*” if situations arise where pupils need to be searched or screened. The key principles are as follows:

- School staff can search a pupil for any item if the pupil agrees.
- The Head teacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect any of the following: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images and any other article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause injury or damage.
- School staff can seize any prohibited item found as a result of a search.

## **Roles and Responsibilities**

### **The role of the Head teacher**

**The Head teacher** is responsible for

- Upholding and implementing the school Behaviour Policy, mission statement, ethos and values.
- Developing the behaviour policy and ensuring it is implemented consistently throughout the school.
- Deciding on the standard of behaviour expected of pupils and how that standard will be achieved.
- Devising the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.
- Publicising the school behaviour policy in writing, to staff, parents and pupils at least once a year.
- Ensuring the behaviour policy includes measures to prevent all forms of bullying among pupils.
- Keeping records of all reported and serious incidents of misbehaviour including bullying and reporting these incidents on request.
- Giving fixed-term exclusions to individual children for serious acts of misbehaviour.
- For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- Reporting to governors, when requested, on the effectiveness of the policy.
- Ensuring the health, safety and welfare of all children and staff in the school.

- Spending time with pupils to talk about behaviour incidents, agree what they have learned from it and what they should do differently in future in terms of making better choices.
- Working closely with the link governor.
- Providing guidance, support and training to all staff.

## **The role of governors**

The **governing body** is responsible for

- Setting general principles that inform the behaviour policy and for reviewing their effectiveness.
- Being aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.
- Responding to any formal complaint from a parent / carer in line with the school's Complaints Policy and Procedures.
- Monitoring incidents of serious misbehaviour and bullying.
- delegating powers and responsibilities to the Head teacher to ensure that school personnel and pupils are aware of this policy.
- Supporting the Head teacher and school personnel in maintaining high standards of behaviour.
- Ensuring this policy is maintained and updated regularly.
- Nominating a link governor to visit the school regularly, to liaise with the Head teacher and to report back to the Governing Body.
- Ensuring for the effective implementation, monitoring and evaluation of this policy.

## **The role of the class teacher**

It is the responsibility of class teachers to

- Uphold the school Behaviour Policy, mission statement, ethos and values.
- Maintain order and closely monitor children's wellbeing during school hours both in and out of class.
- Ensure that the school's Behaviour Policy is enforced and implemented consistently in their class at all times.
- Ensure that children behave in a responsible manner during lesson time and as they move around the building in accordance with the school behaviour policy.
- Treat each child fairly and consistently, with respect and understanding.
- Discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction in accordance with the school's Behaviour Policy.
- Deal with incidents of misbehaviour him/herself but seek help and advice from the head teacher if the behaviours continue or escalate.

- Produce and keep up to date written records of misbehaviour for pupils whose behaviour places them in the yellow or red zone, using class behaviour log. Pass these records onto the head teacher as required.
- Liaise with other staff to ensure they have a full picture of incidents that occurred during break and lunch times.
- Communicate promptly with parents over their child's misbehaviour in accordance with the school Behaviour Policy. Report all red zone behaviours to parents at the end of or during the school day.
- Report to the head teacher/designated person for safeguarding, if they are concerned about the welfare of a child.
- Report to the head teacher if they witness or suspect bullying.
- Spend time with pupils to talk about behaviour incidents, agree what they have learned from it and what they should do differently in future in terms of making better choices.

### **The role of the Teaching Assistants**

It is the responsibility of teaching assistants to

- Uphold the school Behaviour Policy, mission statement, ethos and values.
- Maintain order and closely monitor children's wellbeing during school hours.
- Ensure that the school's Behaviour Policy is enforced and implemented consistently at all times.
- Ensure that children behave in a responsible manner during lesson time and as they move around the building in accordance with the school behaviour policy.
- Treat each child fairly and consistently, with respect and understanding.
- Discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction in accordance with the school's Behaviour Policy.
- Deal with incidents of misbehaviour him/herself but seek help and advice from the class teacher and/or head teacher if the behaviours continue or escalate.
- Produce and keep up to date written records of misbehaviour for pupils whose behaviour places them in the yellow or red zone, using class behaviour logs.
- Communicate promptly with parents over their child's misbehaviour when required, in conjunction with the class teacher in accordance with the school behaviour policy.
- Report to the head teacher/designated person for safeguarding, if they are concerned about the welfare of a child.
- Report to the head teacher if they witness or suspect bullying.

- Spend time with pupils to talk about behaviour incidents, agree what they have learned from it and what they should do differently in future in terms of making better choices.

### **The role of midday supervisors**

The midday supervisors are responsible for:

- Supporting the school Behaviour Policy, mission statement, ethos and values.
- Maintaining order and closely monitoring children's wellbeing during the lunch hour.
- Ensuring that the school's Behaviour Policy is enforced and implemented consistently at all times.
- Ensuring that children behave in a responsible manner during the lunch hour and as they move around the building in accordance with the school behaviour policy.
- Treating each child fairly and consistently, with respect and understanding.
- Disciplining pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction in accordance with the school's behaviour policy.
- Dealing with incidents of misbehaviour him/herself but seek help and advice from the class teacher and/or head teacher if the behaviours continue or escalate.
- Producing and keeping up to date written records of misbehaviour for pupils whose behaviour places them in the yellow or red zone, using class behaviour logs.
- Communicating promptly with parents over their child's misbehaviour when required, in conjunction with the class teacher in accordance with the school behaviour policy.
- Referring misbehaviour to the class teacher at the end of lunchtime, if necessary and give warnings/place children in the red/yellow zone as required.
- Report to the head teacher if they witness or suspect bullying.
- Spend time with pupils to talk about behaviour incidents, agree what they have learned from it and what they should do differently in future in terms of making better choices.

The children are expected to treat the Midday Supervisors with the same respect due to all adults at Maids Moreton CE School. Verbal or physical abuse is not tolerated.

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head teacher by the class teacher or midday supervisor. This

results in loss of privileges and play times. Parents will be informed if there is no improvement and the child may be excluded from the premises at lunchtime. Outside agencies will then become involved. If there is no improvement the decision to permanently exclude may be taken.

### **The role of parents**

Parents are responsible for:

- Supporting the school's Behaviour Policy, mission statement, ethos and values.
- Working collaboratively with school, so that children receive consistent messages about how to behave in school.
- Attending Parents' Evenings and keeping the school informed concerning issues that may affect their child's learning and behaviour.
- Signing a Home School Agreement at the beginning of the year. This requests close cooperation between parents and the school in matters of behaviour and discipline.
- Using Tapestry to foster a two way dialogue between parents and the school.
- Ensuring that their child attends punctually and regularly with best possible attendance.
- Making sure their child is well behaved at school and understands and values the meaning of good behaviour.
- Encouraging independence and self-discipline.
- Showing an interest in all that their child does in school.
- Fostering good relationships with the school.
- Being aware of the school rules and expectations.
- Supporting school rules and sanctions.

### **The role of pupils**

Pupils are responsible for:

- Following and respecting the school rules.
- Telling a member of staff if they are they are unhappy or feel they are being bullied.
- Telling us their honest views about school in regular feedback e.g. PSHE lessons, School Council meetings, informal conversations with staff, pupil questionnaires.
- co-sign and abide by the Home School Agreement.

### **Complaints Procedure**

Any complaints that may arise in relation to this Behaviour Policy should follow

the guidance outlined in the school's Complaints Policy and Procedures for Schools, and/or Dealing with Allegations of Abuse against Teachers and other Staff, copies of which are available from the school office.

**Consultation, monitoring and evaluation**

This Policy has been written in consultation with governors, staff, parents and pupils.

This revised edition was adopted by the full Governing Body in July 2020 and will be reviewed annually by staff and governors and shared with parents. The Head teacher regularly monitors the effectiveness of this policy and if necessary, makes recommendations for further improvements.

The review date: July 2020

This policy was readopted in July 2020

Next review date: July 2023