Newton-le-Willows Primary School & Nursery

Behaviour and Discipline Policy

Status:	**STATUTORY**		
Responsible Person/People:	Mrs Chisnall, Mrs McCormack, Mr. Ibbotson, Miss Bloor School Staff		
Responsible Governor:	Mrs. Charleston		
Approved by:	Mr. Bradley	**Signature:** *M. Bradley*	**Date:** Spring 2025
Last reviewed:	Spring 2025		
Next review:	Autumn 2025		

POLICY ON BEHAVIOUR AND DISCIPLINE

SECTION 1 BEHAVIOUR STATEMENT

Introduction

At Newton Primary School, we aim to maintain an environment where we '**N**urture the **P**otential to **S**ucceed.' To achieve this, we have clear behaviour expectations, with appropriate and proportionate: recognition, rewards and consequences which are fundamental to children achieving their best in school. Its fair and consistent implementation is the responsibility of all staff, at all levels.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, nature, organisation and management of pupil behaviour at Newton Primary. It is a working document designed to enhance the development of positive relationships between children, adults working in the school, parents and other members of the wider school community.

It reflects current and developing practice within our school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility. This document sits alongside our Behaviour Policy Overview (Appendix A), that allows visitors to our school to understand the key aspects of our policy during their visit.

SECTION 2 – OUR CORE BELIEFS

'Adult behaviours create children's responses and behaviour.'

✓ Behaviour can change and every child can be successful.

✓ Positive, targeted praise is more likely to change behaviour than blaming and punishing.

✓ Reinforcing good behaviour helps children feel good about themselves.

✓ An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.

✓ Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

✓ When the adults change, everything changes.

SECTION 3 – AIMS OF THE POLICY

Through this policy we aim to:

- ➢ Ensure a consistent and calm approach to and use of language for managing behaviour;
- ➢ Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ➢ Ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- ➢ Promote the use of restorative approaches in place of punishments;
- ➢ Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ➢ Ensure our pupils are polite, happy and considerate of others' feelings;
- ➢ Encourage our pupils to respect their own and others' property;
- ➢ Foster good citizenship and self-discipline;
- ➢ Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Meet & Greet, Life Skills sessions, Nurture Lunch and After School clubs, we aim to:

- ➢ Teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- ➢ Teach strategies for children to solve conflicts peacefully;
- ➢ Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- ➢ Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- ➢ Enable children to recognise, understand and respond to a range of feelings;
- ➢ Develop vocabulary to enable children to express feelings verbally rather than physically;
- ➢ Promote equal opportunities and instil a positive attitude towards differences;
- ➢ Promote an ethos of peer support;
- ➢ Ensure the atmosphere in the classroom environment is conducive to learning;
- ➢ Ensure children are aware of the consequences of their words and actions towards themselves and others.

'It is the everyday habits of adults that provoke a change in pupil's behaviour.'

SECTION 4 THE BASICS/ THE PRINCIPLES OF OUR BEHAVIOUR POLICY AND REWARDS

4.1 THIS IS HOW WE DO IT HERE

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

At Newton Primary School, we believe that outstanding behaviour and attendance needs to be taught and we can do this through our School Values and our 3 School Rules:

Our School Values spell the acronym **'STRIVE'** as we are all striving for success as a collective community. Each letter of the acronym signifies one of five key values that underpin our school ethos:

Self-motivation

Teamwork

Resilience

Independence

Vision

Emotional Intelligence

We **STRIVE** to nurture all.
We **STRIVE** to reach our potential.
We **STRIVE** to succeed.

Our school values relate to our School Motto – '**N**urture the **P**otential to **S**ucceed.'

4.2 ADULT STRATEGIES TO DEVELOP EXCELLENT BEHAVIOUR

At Newton Primary School, adults apply the following principles in all interactions with pupils:

- ✓ IDENTIFY the behaviour we expect
- ✓ Explicitly TEACH behaviour
- ✓ MODEL the behaviour we are expecting
- ✓ PRACTISE behaviour
- ✓ NOTICE excellent behaviour
- ✓ CREATE conditions for excellent behaviour

4.3 LANGUAGE AROUND BEHAVIOUR

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave.

Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. However, we strongly encourage all adults to 'pick up their own tab' and apply our 5 steps 'in the moment' rather than waiting to refer children on to their teacher. Incidents are then logged on CPOMS (our school's internal logging system), at the staff member's discretion.

4.4 POSITVE RECOGNITION STARTEGIES

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, predictable routines and expectations that ensure children feel they are valued members of our learning community and are motivated to always try their best.

Recognition Boards will be used in every classroom to encourage social and learning behaviours with a focus on the key behavioural expectations. For example, 'One voice at a time' may be written on the board. Adults or pupils in the class can nominate those following the instruction to get their name put on the board. The emphasis is on children working together as a team to get everyone's name on the board and the learning/social behaviour will be unique to that particular class.

Marvellous Me Badges are allocated for those displaying our STRIVE values - leading to the awarding of one Very Important Person (VIP) in our weekly 'Let's Celebrate Assemblies'. This will lead to positions of responsibility within the classroom and school with those in receipt of a VIP lanyard being given privileges across the week in which they hold that role.

In addition, we wish to give recognition to pupils who go '**Over & Above**'. 'Over and Above' behaviours include exceeding our school values, impacting the wider school community and showing initiative. We do this through:

- '**Recognition Cards**' to take home for going 'over and above' our expectations
- '**STRIVE café**' cards (for recognition of effort) for one pupil, per class, per week, who receive a cupcake as a treat.

Electronic Behaviour App

All classes have access to the '**Marvellous Me**' application. This enables teachers to share STRIVE badges and individual achievements with parents/carers, enabling them to share in the celebration. Teachers can also share messages and activities with parents and carers via this App too.

Reasoning

At Newton-le-Willows Primary School, we believe that children sometimes do not have the right language to explain their feelings and that it is our role to help children find socially acceptable ways of expressing themselves.

We have a positive culture and believe that children respond better to encouragement than punishment and we know that the 'bigger the consequence' does not equal the 'greater the impact'. We stress the positive and that if we pay more attention to good behaviour, we get more of it.

The classroom climate is controlled by the class teacher. We recognise that we too are learners and if we need to ask for help with behaviour strategies, this is a professional strength.

SECTION 5 SHARED SCRIPTS AND EXPECTATIONS

Good behaviour is recognised sincerely in the moment and we aim to make positive behaviour about relationships rather than a transactional act such as a reward or prize.

The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

'Children are praised publicly and reminded in private.'

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

BE READY

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

BE RESPECTFUL

I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

BE SAFE

I will be kind and look after myself and others, following appropriate instructions from adults.

5.1 VISIBLE ADULT CONSISTENCIES

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children.

Through these consistencies, adults will build respectful relationships with pupils.

- ✓ Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- ✓ Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- ✓ Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.
- ✓ Staff accompany children to the playground at playtimes and the end of the day. At playtimes, there must be an adult on duty before children are left.
- ✓ Staff intervene whenever incidents occur, following Restorative Approaches where possible.
- ✓ All staff challenge children who are not keeping school rules in a non- confrontational way.

5.2 RELENTLESS ROUTINES

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- ➢ Pupils will be expected to demonstrate pride in their school uniform by being perfectly presented.
- ➢ When adults in school require the full attention of a class or group of children, they will use the stop sign. Pupils are taught to stop what they are doing, turn to face the adult and Be Ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- ➢ Similarly, adults may use a silent countdown and or silent signals indicating that children should return to their seat, stand up etc.

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5.3 OUR BEHAVIOUR BLUEPRINT/ 2 PAGE BEHAVIOUR SUMMARY

Our Behaviour Blueprint (Appendix A) outlines our rewards and sanctions. Sanctions/consequences are displayed as a sequence of steps which are focussed on small but certain consequences and a restorative, not punitive, ending.

The step-by-step plan will be used by staff to ensure consistent language and measures are being used throughout the school, and expectations and boundaries for the children are clear and predictable.

5.4 STEPPED SANCTIONS

At Newton Primary, we use the following systems for sanctions and consequences to teach pupils how to behave and to correct their behaviour.

- **Immediate and proportionate** consequences for 'misbehaviour'
- Close work with **external agencies** and the **Local Authority** for further support and guidance (following a graduated approach) when there are any serious concerns about a pupil's behaviour for example, the involvement of the Behaviour Improvement Team.

Section 5 outlines the steps an adult should take to deal with poor behaviour in the classroom.

It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.'

Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

5.4 RESTORATIVE CONVERSATIONS

At Newton Primary, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools and create a plan they can use to avoid a similar incident occurring in the future.

Following incidents of poor behaviour, it is imperative that the teacher or member of staff who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil.

This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially (see overleaf and see the Behaviour Blueprint Appendix A), with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Restorative Questions (Detailed below)
These restorative questions will be a basis to structure restorative conversations. Depending on developmental stage, up to 6 questions will be used. The teacher may decide it would be more appropriate to start with two questions and build on these as the child develops socially and emotionally. The staff member may also make some changes to the questions depending on the behavioural incident if deemed necessary.

1. What happened? (Neutral, dispassionate language).
2. What were you thinking/feeling at the time?
3. What have you thought since?
4. How did this make you feel?
5. **Who has been affected and how?** (use age/stage appropriate language e.g. **'hurt/upset' for KS1 children**)
6. **What should we do to put things right?**
7. How can we do things differently in the future?

As part of the Restorative Meeting whereby two minutes is owed, a restorative card will be issued. The card will be followed by a different adult (up to a maximum of 3) after a period of time (usually a day to a week) to ensure that the behaviour has been rectified and the child recognises the importance of positive behavioural conduct in school. Once the behaviour has been rectified, the card is then ripped up to signify a 'clean slate' and thus a new start for the pupil.

5.5 RESTORATIVE MEETING

When a pupil has received three restorative cards within a half term or for more serious behavioural incidents, pupils may spend time with a member of the Senior or Middle Leadership Team during lunchtime (when the pupil should be outside) as and when required to reflect. During this time, the pupil will be required to reflect on their actions; carry out some restorative work/have a restorative conversation linked to their actions and discuss strategies to prevent this particular behaviour from being displayed again.

5.6 REMOVAL FROM CLASS

For more serious breaches of the Behaviour Policy, a pupil may be isolated from their peers for a short or longer period of time. The timescale will be decided upon by the Senior Leadership team.

A pupil can be removed from class during lesson time and/or during unstructured times in the school day and will be supervised by a member of the Senior or Middle Leadership Team (where possible). If placed with a Middle Leader, this may result in the pupil working in another classroom, due to the Middle Leaders teaching commitments at that time. Once again, a proportion of time will be spent discussing the behavioural incident (if appropriate) and strategies will be discussed to prevent behaviour from being displayed again. If a pupil is removed from class during lesson time, they will also be required to complete work (based on the lessons they are missing) while they are isolated.

5.7 DAMAGE TO PROPERTY

Where a pupil has caused deliberate damage to school property or to the property of another pupil, a charge may be made to repair or replace the article in question.

Pupils may also be requested to restore or 'fix' the damage they have caused, if and when deemed appropriate, in order to 'put right' their wrong.

5.8 BREAKTIMES AND LUNCHTIMES

- Children are to keep their hands and feet to themselves.
- Children are to take turns and share.
- Children are to look after playground equipment.
- Children are to display respectful behaviour to ALL school staff.

EXPECTATIONS AT THE END OF BREAKTIMES AND LUNCHTIMES

- A whistle is blown **by the teacher** on duty at the end of breaktime/lunchtime.
- When children hear the whistle they are to stop moving, stop talking, put down any equipment and stand still.
- When children hear the second whistle, they are to walk to line and when they reach the line, they are to stand in line **silently.**
- Teachers are expected to be on the playground to collect their class promptly at the end of breaktime/lunchtime.

DINNER HALL RULES

In addition to the school's 3 rules, children are also expected to:

- Stay in their seat.
- Put up their hand for attention.
- Use a knife, fork and spoon.
- Use indoor, quiet voices.

5.9 EXPECTATIONS FOR TRANSITIONAL POINTS

When children are transitioning from one environment to another, such as from the classroom to the playground, teachers will use the language '1…2…3' to ensure consistency in expectations and routine regardless of the staff member or environment.

Transitions (ready in 1, 2, 3):

- Teacher says 1- children stand behind their chairs.
- Teacher says 2- children tuck chairs in and check tables are tidy.
- Teacher says 3- children line up in register order in a quiet, orderly fashion.

SECTION 6: STRATEGIES TO SUPPORT

Alongside the rewards and sanctions/consequences (detailed above) to enforce expectations, we also use a number of other methods to manage and improve pupil behaviour in school.

Positive Handling Plans (PHPs)

These are used if a pupil has displayed or is displaying unsafe behaviours which require the physical intervention of a member of staff to prevent further harm/damage to themselves/others/property or a safe environment. Staff involved hold a Team Teach qualification. The PHPs look at the different levels of escalation and agreed strategies that work to de-escalate that particular child and minimise the risk of harm.

Level	Feelings	Presentation/Triggers	Strategies
4 - Recovery	Sad, tired, remorseful		
3 - Crisis	Rage, furious		
2 - Escalation	Angry, mad, silly, defensive		
1 - Anxiety/Trigger	Nervous, worried, giddy,		
0	Happy, calm, pleased, comfortable, OK		

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of a professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

Pupils who have a PHP in place also have an individual risk assessment (see Appendix E) and staff make reasonable endeavours to make the necessary adjustments to support the pupil to reduce the stimulus that may be triggering the challenging behaviours.

Both Positive Handling Plans and Risk Assessments are reviewed following a serious behaviour incident whereby physical intervention is required. In addition, PHPs and risk assessments are reviewed on an annual basis in preparation for transition.

SECTION 7: POWER TO USE REASONABLE FORCE – POSITIVE HANDLING/PHYSICAL INTERVENTION

It is important to note that the use of reasonable force will only be applied at this school as a last resort, when all other de-escalation strategies have been exhausted and that any force used will be reasonable, proportionate and absolutely necessary.

Members of staff have the power to use reasonable force if they hold a valid Team Teach Certificate. For examples of situations that may call for Team Teach to be applied, please refer to the school's Care and Control Policy for more information.

Positive Handling describes the full range of Team-Teach strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and children.

Positive Handling is underpinned by documentation which, in addition to allowing access to education for all, supports the child and aims to provide security and safety, allowing for recovery, repair and reflection for all concerned.

All strategies to deal with challenging behaviour are based on providing the maximum amount of care, control and therapeutic support.
"I care enough about you to help you stay in control."

Training:
All staff who use physical intervention are trained by Team-Teach trainers (www.team-teach.co.uk). All staff are entitled to this training and it is the responsibility of the Leadership Team of the school to provide it.

The purpose of Team-Teach training is to support adults' understanding and management of challenging behaviour teaching physical techniques within a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned. It is about how adults show restraint rather than apply it!

The skills and techniques taught have been included as a result of an ongoing risk assessed review by Team Teach.

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews - Director)

SECTION 8: FURTHER ADDITIONAL SUPPORT:

At Newton Primary, further additional support structures are in place. These include:

- Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs).
- Progress Cards
- Pastoral Support Plans (PSPs)
- Each pupil is available to all members of staff working with them.
- Solution Circles to discuss strategies and support for identified pupils.
- Debrief sessions after a serious incident with the staff and, if possible, the pupil(s) involved, reflecting on how this was managed and identifying any points for review or learning.
- Refresher meetings in the Team Teach strategies and techniques for all staff, and continuous review by the Senior Leadership Team to inform these.

SECTION 9: PASTORAL SUPPORT AND MENTAL HEALTH

Following the DFE Behaviour Guidance, we have developed an 'SEMH Audit Tool' for staff to use with pupils in their class. This is reviewed on a termly basis to identify pupils who require additional support. It clearly sets out the 4 stages of support (see below) with suggested strategies and opportunities for review. Parents are to be informed of any individual support put in place from stage 2 and updated on outcomes following a 6-week monitoring period.

Where children have reached the 6-week period at stage 2 and there has been little/ no improvement, children may be placed at stage 3 of the Audit tool.

Stage 3 may include more bespoke targeted support from 'in house' staff. This may be a daily touching base with an LSA or a more intensive 1:1 course of therapeutic support with an identified member of staff. Whereby such intervention is required, class teacher will meet with parents carers and discuss the support being put in place and consent will be obtained.

At Stage 4, children may be referred to an external agency such as Listening Ears or Butterflies for more intensive or bespoke support.

		Use of the workbook within the school day 'The Unworry Book' – copies available from the pastoral team. Use of strategies/specific tests from Pastoral Team Resources – see individual staff. Signpost children to the Well-Being Area (KS2 only - new build) – staff member to show the child this area and the books and resources in place with how to sign a book/item out. **Use ideas from the monthly** Pathway 2 Success links sent to all staff.	
3. Targeted support - Those pupils that are still struggling despite a more personalised approach in stage 2	List names..	Refer in to the school pastoral team (see referral form) via MLT – parents to sign agreement/permission Regular sessions with a member of the Pastoral Team following an appropriate intervention, which will be measured for impact. This could be a small group or one to one. Consider Meet and Greet, Nurture Lunch or specific role activity in school. Signpost parents to potential support websites such as Child mental health and wellbeing: NHS - https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/talk-to-children-about-feelings/ Young Minds - https://youngminds.org.uk/find-help/for-parents/ Mindful - https://mindedforfamilies.org.uk/young-people Place2Be's blog Consider support from the Team around the Child or Early Help.	Review Weekly and record on CPOMS. Discussion with M.Needham/J.Davies if concerned and require escalation to the stage 4 (update parents)
4. Multi-layered support - Trauma or Attachment issues which require specialist and multi-agency approach	List names..	SLT Discussion, -Referral to external agency based on need e.g. Barnardos/Listening Ears/CAMHS/Social Services/SEND service/EP etc	Review Weekly and record on CPOMS. Ongoing discussion with professionals. (update parents). EHAT?

		Use of the workbook within the school day 'The Unworry Book' – copies available from the pastoral team. Use of strategies/specific tests from Pastoral Team Resources – see individual staff. Signpost children to the Well-Being Area (KS2 only - new build) – staff member to show the child this area and the books and resources in place with how to sign a book/item out. **Use ideas from the monthly** Pathway 2 Success links sent to all staff.	
3. Targeted support - Those pupils that are still struggling despite a more personalised approach in stage 2	List names..	Refer in to the school pastoral team (see referral form) via MLT – parents to sign agreement/permission Regular sessions with a member of the Pastoral Team following an appropriate intervention, which will be measured for impact. This could be a small group or one to one. Consider Meet and Greet, Nurture Lunch or specific role activity in school. Signpost parents to potential support websites such as Child mental health and wellbeing: NHS - https://www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/talk-to-children-about-feelings/ Young Minds - https://youngminds.org.uk/find-help/for-parents/ Mindful - https://mindedforfamilies.org.uk/young-people Place2Be's blog Consider support from the Team around the Child or Early Help.	Review Weekly and record on CPOMS. Discussion with M.Needham/J.Davies if concerned and require escalation to the stage 4 (update parents)
4. Multi-layered support - Trauma or Attachment issues which require specialist and multi-agency approach	List names..	SLT Discussion, -Referral to external agency based on need e.g. Barnardos/Listening Ears/CAMHS/Social Services/SEND service/EP etc	Review Weekly and record on CPOMS. Ongoing discussion with professionals. (update parents). EHAT?

SECTION 10: SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotion and Mental Health Difficulties
4. Sensory and/or Physical Needs

School acknowledges that children's experiences may impact on their behavioural presentation/standards of behaviour at this present time e.g. some may present with frustration and a reduced level of stamina; others may present with a lack of social and communication skills.

For many, the process of re-engagement with learning and the school community may require some additional input and encouragement. As a result of these varied experiences, children may present with behaviour that is not usual.

This may include:

- Anxiety, lack of confidence
- Challenging behaviour, fight or flight response
- Anger, shouting, crying
- Hyperactivity, difficulties maintaining attention.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem.

School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists, TESSA Behaviour etc. The Senior Leadership Team and the Governing Body must have regard to the SEND Code of Practice and the Equality Act.

In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it and put together targets for improvements. This would take the form of a 4-part cycle (known as the graduated approach) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. This is explained further in section 2D of our SEN/D Policy.

SECTION 11. OUR BEHAVIOUR BLUEPRINT

Our School Rules

Ready
Respectful
Safe

Behaviour Policy Summary

2024-2025

Our School Values

Self-motivation
Teamwork
Resilience
Independence
Vision
Emotional Intelligence

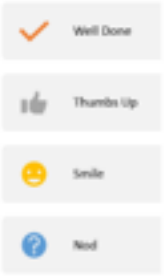
Our Basic Expectations Include:

- Fantastic Listening
- Fantastic Lining-up
- Fantastic Walking

When children are following the basic expectations, all adults will recognise this in an immediate, consistent and proportionate way.

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

How we praise the basic expectations:



Visible Adult Consistencies

Daily Meet and Greet

Staff notice and respond to good behaviour

Staff intervene whenever incidents occur

All staff challenge children who are not keeping school rules

Relentless Routines

- Perfectly Presented
- Silent Signals
- Countdowns
- 1, 2, 3 Eyes on Me

Transitions (ready in 1, 2, 3):

- Teacher says 1- children stand behind their chairs.
- Teacher says 2- children tuck chairs in and check tables are tidy.
- Teacher says 3- children line up in register order in a quiet, orderly fashion.

Correcting Behaviours: 'We don't do xxx here. Thank You' (non-confrontational)

Positive Behaviour Strategies:

- ✓ Recognition Boards
- ✓ Marvellous Me Badges
- ✓ VIPs
- ✓ Positive Note Home

'Over and Above' Recognition:

- '**Recognition Cards**' to take home for going 'over and above' our expectations. Staff member to write the reason for giving out the recognition card on the back.
- '**STRIVE café' cards** (for recognition of effort) for one pupil, per class, per week, to come to our weekly café for a treat.

STEPPED SANCTIONS

Stage 1 – Non-Verbal Reminder

Proximity:
Stand next to the pupil/use strategic seating plans.

Waiting:
Stop talking, stand quickly and wait until pupils are doing what they should be.

Removing Distractions:
Remove items of distraction and return it to the pupil when back on track.

*Staff to gesture to visual cue (ready/ respectful/ safe) as a non-verbal reminder

Stage 2 – Verbal Warning

REINFORCE RULES – Privately if possible.

I notice you chose to … (state the noticed behaviour).

This is a REMINDER that we need to be … (state relevant rule: Ready, Respectful, Safe).

You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond).

Example – **'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'**

*Visual cue to be given for identified children

Stage 3 – Final Warning - 30-second Script.

Children will owe the staff member 2-minutes of their time before a playtime or home-time (they will be at the back of the line to enable this to happen)

I noticed you chose to … (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

(Insert child's name) … if you choose to break our school rules again, you leave me no choice but to ask you to move to … / go to the quiet area / thinking mat, etc.

Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond).

Example – **'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'**

*Visual to be turned over to 2-minute clock symbol to show that time is now owed (identified chn).

Restorative Card to be completed with the staff member, then passed onto another member of staff. If the behaviour improves, it is ripped up. If behaviours do not improve after the pupil is seen by x3 members of staff, an IBP and report card to be implemented, parents to be informed, and staff to book a solution circle

STEPPED SANCTIONS CONTINUED….

Stage 3 – Optional Regulation Stage/ Space to Cool Off – In A Classroom.
Stage 4 – Optional Regulation Stage/Space to Cool Off – In Another Class.
Stage 5 – Optional Regulation Stage/ Space to Cool Off – Somewhere Else

Our staff know our pupils best and can decide if/when this stage is required.

I noticed you chose to … (state noticed behaviour). You need to go to … (describe appropriate place in classroom e.g. reading corner, quiet desk etc.) I will come back to speak to you in two minutes.

Child sent to designated area of classroom.

5-10 minutes sitting alone in order to reflect, calm down, etc without causing further disturbance.

Child to complete an appropriate task e.g. reflection sheet, continue with work, watching sand timer.

If behaviour improves, return to class. If not or child refuses, move to step 4.

Example – 'I noticed you choosing to use rude words. You are breaking the school rule of showing respect. You have chosen to go and sit in the quiet area. I will come back and speak to you in 2 minutes. Thank you for listening.'

Staff to consider adaptations to child's provision to support.

Stage 6 – This could include **internal isolation** with a member of the leadership team (during lunchtime), or, depending on the severity of the behaviour, could include a fixed-term suspension

Stage 7 = For persistent behavioural issues, the introduction of a PSP or Alternative Provision/Managed Move may be required (with support from external agencies). This will be decided after consultation with parents/carers and professionals.

SECTION 12 – EXTREME BEHAVIOURS

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or a specific additional need.

At Newton Primary, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Individual Behaviour Plans' that detail additional support, strategies and expectations. They also may be supported by a Pastoral Support Plan. When dealing with an episode of extreme behaviour, physical intervention may be required if they or another person are unsafe.

This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS. If physical intervention this will also be recorded on a 'Serious Incident Form' and then transferred to the 'Bound and Numbered book.'

Suspensions and permanent exclusions will occur following extreme incidents at the discretion of the Senior Leadership Team (SLT).

A fixed-term suspension will be enforced under these conditions:

- ➢ Staff need respite after an extreme incident.
- ➢ The child needs time to reflect on their behaviour.
- ➢ To give the school time to create a plan which will support the child better.
- ➢ The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day or half a day removal from class (isolation) from peers/class with another member of staff in another part of the school.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

SECTION 13– UNACCEPTABLE BEHAVIOURS

Occasionally, some children may behave in an extreme way which is out of character for them.
Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT.

If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- ➢ Violence (i.e. physical contact made with the intention to harm)
- ➢ Defiance / rudeness towards any adult
- ➢ Persistent taunting, teasing and bullying behaviour
- ➢ Stealing
- ➢ Spitting
- ➢ Swearing

SECTION 14 – PHYSICAL ATTACKS ON ADULTS

At Newton Primary, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively.

Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy/Care and Control Policy (Appendix B) and call for additional support if needed.

Staff who defend themselves will have the full support of the Leadership Team and the Governing Body, as long as their actions are in line with our policy and do not use excessive force.

Only staff who have been trained in physical intervention should restrain a child unless there is an immediate risk to that child or another person as outlined in Appendix F.

All staff should report incidents of this nature directly to the Headteacher and/or Designated Safeguarding Lead and these incidents should be recorded on CPOMS.

We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions.

Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child.

Suspension or permanent exclusion will only happen once the behavioural incident has been carefully reviewed; once the person making the decision has all the facts and once those making the decision have explored several options and have created a plan around a child.

SECTION 15: MALICIOUS ALLEGATIONS AGAINST SCHOOL STAFF

Definitions

An allegation is defined as where:
'it is alleged that a person working with children or young people (including a volunteer) has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

- For details of how allegations are dealt with please refer to our Safeguarding and Child Protection Policy/ Managing Allegations Against People who work with Children and Young People Policy.

Sanctions should allegations be proved to be malicious

As detailed in our Safeguarding and Child Protection Policy/ Managing Allegations Against People who work with Children and Young People Policy, any allegations or accusations against staff will be dealt with by the Headteacher.

Should allegations be proven to be of no substance, a range of sanctions are available to Headteacher based on the seriousness of the allegations, including asking a pupil to leave the school (permanent exclusion).

SECTION 16 – FIXED TERM SUSPENSION AND PERMANENT EXCLUSION

Suspension (previously known as a fixed term exclusion) will be used as a last resort and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Both the child and their parents/carers will be made aware of the possibility of the ultimate consequence being applied where persistent severe/serious breach of school rules apply.

The Headteacher can also impose:

- Suspension of a child from the lunchtime period, which is classed as a half day suspension.
- Permanent exclusion

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. There will in most cases also have been a bespoke package of support designed around the child in the format of a Pastoral Support Plan (PSP)– which will have involved the advice and input from our multi-agency professional partners. In all instances, what is best for the child will be at the heart of all decisions making processes.

If an suspension/exclusion does take place, it will be carried out in accordance with the school Suspension and Exclusion Policy.

Suspension/exclusion will only be considered as a course of action by the Headteacher after consultations with all relevant parties e.g. class teacher, parents, discussion with pupils etc.

If the Headteacher suspends/excludes a child, they must inform parents or carers immediately, giving reasons for the suspension/exclusion. At the same time, the Headteacher makes it clear to the parents/ carers that they can, if they wish, appeal against the decision to the Governing Body. The school will inform parents/carers how to make such as appeal.

All suspensions/exclusions will be recorded on CPOMS and reported to the Chair of Governors, Social Care (if applicable) and the Local Authority.

SECTION 17: SCREENING AND SEARCHING PUPILS AND CONFISCATION OF ITEMS/PROPERTY

The Headteacher can authorise screening and searching pupils or their possessions (including bags or lockers) without parent consent if there is reasonable grounds for doing so.

Reasonable force may be used to execute the search. Since February 2014, this power applies to knives, weapons, stolen items, controlled drugs, tobacco, fireworks, inappropriate images, alcohol and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

This also applies to any item banned by the school rules which has been identified in the rules as an item that can be searched for. Members of staff can instruct pupils to turn out their pockets and consequences can be applied if they refuse to do so. They may also confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances.

Weapons, knives and inappropriate images (child pornography) must always be handed over to the police. In the case of other items, it is for the class teacher/ member of the Senior Leadership Team to decide if and when to return the confiscated item.

Further information in relation to searching pupils and their property is outlined in Appendix C.

SECTION 18: DRUG AND ALCOHOL ABUSE

It is the policy at Newton Primary that no child should bring any drug (legal or illegal) into school. If a child needs prescribed medication during the school day the parent or carer should present this at the school office and complete the relevant paperwork, before it can be administered.

SECTION 19 – THE ROLE OF THE PARENT

At Newton Primary, we know that parents and carers want their children to work hard and behave well in school. Parents and carers are the primary educators of their children's behaviour. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

Active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ✓ Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- ✓ Understand and reinforce the school language as much as possible;
- ✓ Share in the concern about standards of behaviour generally;
- ✓ Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Should the school need to implement consequences to deal with unacceptable behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way their child has been treated, they should initially speak to the child's class teacher. If any concerns remain, they should arrange a short meeting with the Year Group Leader.

If parents feel their concerns remain, they should contact the school's Assistant Head Teacher, Deputy Head Teacher or Head Teacher, via the school office, booking an appointment.

There may be times when teachers feel that the school focus is not enough. In such cases, our Pastoral Team can help parents gain access to appropriate help or information relevant to the difficulties of their particular child. For example, Triple P course, Early Help, Team Around the Child etc.

We expect parents to behave in a respectful and civilised manner towards all school staff. Incidents of verbal or physical aggression towards staff by parents/carers of children will not be tolerated and will be dealt with by the school's Senior Leadership Team who will take appropriate action.

SECTION 20: SCHOOL'S POWER TO DISCIPLINE BEYOND THE SCHOOL GATES

All pupils are expected to behave in a manner that does not threaten the health and safety of other pupils, staff or members of the general public.

This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

Since February 2014, teachers have power to discipline pupils for misbehaviour which occurs in school, and in some circumstances outside of school. This also applies to any bullying we are made aware of which occurs beyond the school gates.

If a problem occurs in school which initially was instigated outside of school, then the school will intervene.

More information in relation to this is outlined in Appendix D.

SECTION 21 – APPLICATION AND SCOPE OF THIS POLICY

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency.

There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

SECTION 22 – MONITORING, RECORDING AND REVIEW

MONITORING

The behaviour of pupils is constantly monitored in order to identify patterns of behaviour and ultimately improve behaviour through new initiatives. Monitoring is carried out in the following ways:

- The Senior and Middle Leadership Teams monitor the effectiveness of this policy and the standards of behaviour across school on a regular basis. They also report 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 concerning incidents of behaviour. The class teacher records minor incidents. The class teacher also records those incidents in which a child is sent to SLT/MLT on account of poor behaviour. We also keep a record of any incidents that occur at break or lunch times: lunch time supervisors verbally feedback to class teachers if a more severe incident has occurred and may write a written account if the teacher feels this to be necessary.
- The Senior Leadership Team keeps a record of any child who is suspended or permanently excluded.
- 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 fairly and consistently. The Governing Body will pay particular attention to matters of equality; it will seek to ensure that no child is treated unfairly because of ethnicity, gender or gender identify, sexual orientation or additional needs.

RECORDING

- All incidents should be recorded using the electronic CPOMS systems. Every member of staff has a ‘log in’ and will record behaviour incidents (see above).
- Pastoral concerns are referred to the Pastoral Team.
- Incidents of bullying are recorded on the CPOMS system. Incidents of reported bullying or allegations of bullying are always followed up.

REVIEW

The Governing Body reviews this policy **annually**. The Governors may decide to review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy has been reviewed in light of DFE guidance, latest initiatives and any Local Authority policy and procedures. The policy cross references all statutory policies and in particular the Safeguarding and Child Protection policy.

Our Behaviour and Discipline Policy stands alongside our Anti-Bullying, E-Safety Policy, Care and Control Policy, Equality Policy, SEN/D Policy and Safeguarding Policies. Where necessary, when dealing with an incident these policies and any other relevant policies may need to be referred too.

EQUALITY STATEMENT

Newton-le-Willows Primary School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all staff, pupils, parent/carers and visitors at all times. All personnel are responsible for ensuring that we implement this policy.

Equality means that discrimination on the basis of race, religion, gender, sexuality, language, disability or family background is not acceptable.

Appendices

Appendix A – Behaviour Blueprint

Appendix B – Physical Intervention and Use of Physical Force Policy

Appendix C – Screening and Searching Pupils, Confiscation of Items

Appendix D – The Power to Discipline Beyond the School Gate

Appendix E – Example of a Positive Handling Plan Risk Assessment

APPENDIX A **BEHAVIOUR BLUEPRINT**

Our School Rules

Ready
Respectful
Safe

Behaviour Policy Summary

NEWTON-LE-WILLOWS PRIMARY SCHOOL

2024-2025

Our School Values

Self-motivation
Teamwork
Resilience
Independence
Vision
Emotional Intelligence

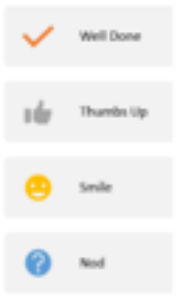
Our Basic Expectations Include:

- Fantastic Listening
- Fantastic Lining-up
- Fantastic Walking

When children are following the basic expectations, all adults will recognise this in an immediate, consistent and proportionate way.

'The positive relationships you form with pupils depend on a restorative approach being your default mode.' Paul Dix

How we praise the basic expectations:



Visible Adult Consistencies

Daily Meet and Greet

Staff notice and respond to good behaviour

Staff intervene whenever incidents occur

All staff challenge children who are not keeping school rules

Relentless Routines

- Perfectly Presented
- Silent Signals
- Countdowns
- 1, 2, 3 Eyes on Me

Transitions (ready in 1, 2, 3):

- Teacher says 1- children stand behind their chairs.
- Teacher says 2- children tuck chairs in and check tables are tidy.
- Teacher says 3- children line up in register order in a quiet, orderly fashion.

Correcting Behaviours: 'We don't do xxx here. Thank You' (non-confrontational)

Positive Behaviour Strategies:

- ✓ Recognition Boards
- ✓ Marvellous Me Badges
- ✓ VIPs
- ✓ Positive Note Home

'Over and Above' Recognition:

- '**Recognition Cards**' to take home for going 'over and above' our expectations. Staff member to write the reason for giving out the recognition card on the back.
- '**STRIVE café' cards** (for recognition of effort) for one pupil, per class, per week, to come to our weekly café for a treat.

STEPPED SANCTIONS

Stage 1 – Non-Verbal Reminder

Proximity:
Stand next to the pupil/use strategic seating plans.

Waiting:
Stop talking, stand quickly and wait until pupils are doing what they should be.

Removing Distractions:
Remove items of distraction and return it to the pupil when back on track.

*Staff to gesture to visual cue (ready/ respectful/ safe) as a non-verbal reminder

Stage 2 – Verbal Warning

REINFORCE RULES – Privately if possible.

I notice you chose to … (state the noticed behaviour).

This is a REMINDER that we need to be … (state relevant rule: Ready, Respectful, Safe).

You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond).

Example – 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

*Visual cue to be given for identified children

Stage 3 – Final Warning - 30-second Script.

Children will owe the staff member 2-minutes of their time before a playtime or home-time (they will be at the back of the line to enable this to happen)

I noticed you chose to … (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

(Insert child's name) … if you choose to break our school rules again, you leave me no choice but to ask you to move to … / go to the quiet area / thinking mat, etc.

Do you remember when … (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond).

Example – 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

*Visual to be turned over to 2-minute clock symbol to show that time is now owed (identified chn).

Restorative Card to be completed with the staff member, then passed onto another member of staff. If the behaviour improves, it is ripped up. If behaviours do not improve after the pupil is seen by x3 members of staff, an IBP and report card to be implemented, parents to be informed, and staff to book a solution circle

STEPPED SANCTIONS CONTINUED….

Stage 3 – Optional Regulation Stage/ Space to Cool Off – In A Classroom.
Stage 4 – Optional Regulation Stage/Space to Cool Off – In Another Class.
Stage 5 – Optional Regulation Stage/ Space to Cool Off – Somewhere Else

Our staff know our pupils best and can decide if/when this stage is required.

I noticed you chose to … (state noticed behaviour). You need to go to … (describe appropriate place in classroom e.g. reading corner, quiet desk etc.) I will come back to speak to you in two minutes.

Child sent to designated area of classroom.

5-10 minutes sitting alone in order to reflect, calm down, etc without causing further disturbance.

Child to complete an appropriate task e.g. reflection sheet, continue with work, watching sand timer.

If behaviour improves, return to class. If not or child refuses, move to step 4.

Example – 'I noticed you choosing to use rude words. You are breaking the school rule of showing respect. You have chosen to go and sit in the quiet area. I will come back and speak to you in 2 minutes. Thank you for listening.'

Staff to consider adaptations to child's provision to support.

Stage 6 – This could include **internal isolation** with a member of the leadership team (during lunchtime), or, depending on the severity of the behaviour, could include a fixed-term suspension

Stage 7 = For persistent behavioural issues, the introduction of a PSP or Alternative Provision/Managed Move may be required (with support from external agencies). This will be decided after consultation with parents/carers and professionals.

APPENDIX B PHYSICAL INTERVENTION AND THE USE OF PHYSICAL FORCE POLICY

DEFINITIONS

- ➢ 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- ➢ 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- ➢ 'Reasonable in the circumstances' means using no more force than is needed.
- ➢ 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- ➢ 'Restraint' means to hold back physically or to bring a pupil under control.

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible.

Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED?

Schools can use reasonable force to:

- ✓ Remove disruptive pupils if they have refused to follow an instruction to leave
- ✓ Prevent a pupil:
  - Who disrupts a school event, trip or visit
  - Leaving the classroom where this would risk their safety or disrupt others
  - From attacking someone
- ✓ Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

Further information in relation to the use of physical force can be found in our Care and Control Policy.

APPENDIX C SCREENING AND SEARCHING PUPILS AND CONFISCATION OF ITEMS

Key Points Searching:

✓ School staff can search a pupil for any item if the pupil agrees.

✓ Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

✓ Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

The advice below will assist staff in deciding how to exercise the searching powers in a lawful way.

Who can search?

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule.

You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Such items should be handed in to a senior member of staff.

Screening

It is not the policy of the school to routinely screen pupils without identified cause.

Further advice for staff can be found at this link:
http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0 076897/screening-searching-and-confiscation

APPENDIX D THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

In all of circumstances, the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the 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 should always be informed.

In addition, school staff should 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 the school's Safeguarding and Child Protection Policy.

APPENDIX E POSITIVE HANDLING PLAN – RISK ASSESSMENT

RISK ASSESSMENT

FOR USE WHERE POSITIVE HANDLING MAY BE INVOLVED

Details:

Name		D.O.B.	
Key Worker		Year	

Risk Assessment Completed by:

Name		Date	

Risk Assessment Agreed by:

	Print Name	Signature	Date
Parents Carers			
PRU Manager/ Teacher			
Key Worker			
CYPS Representative			
Other			
Other			

Questions:

1.	What is the cause of the concern? Describe the behaviour in question	
2.	Describe the foreseeable risk in clear, unambiguous terms. Include information about the type of risk e.g. injury to others, environmental damage, absconding. (See Appendix 1)	
3.	Describe where and when the risks arise, when and to whom? (See Appendix 1)	
4.	Is there a pattern? Does the risk arise at a particular time of day or during a particular activity? Please include information about the frequency and how recently the issue last arose. (See Appendix 1)	Positive Physical Interventions Date Time Location Activity
5.	Please give an appraisal of the severity of the risk. Circle (or show in bold) the appropriate number.	**4 = Severe (if no support 1:1 was in place)** **3 = Substantial (with support 1:1 in place)** 2 = Marginal 1 = Minimal
6.	Please give an appraisal of the probability of harm or damage occurring. Circle (or show in bold) the appropriate number.	**4 = Very Likely (if no support 1:1 was in place)** **3 = Likely (with support 1:1 in place)** 2 = Probable 1 = Unlikely
7.	What are the external factors that contribute to the level of risk? Please include environmental cues, frustration, peer dynamics and indicate if they are short term or long term.	
8.	What sensory difficulties (or physical) difficulties need to be taken into account? Are there issues that may impact upon the child's level of impulsiveness, perception of danger or emotional responses?	

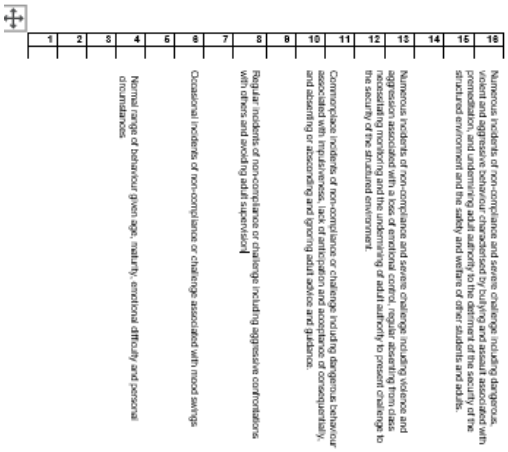
Time/location of activity **Type of Activity**	Arrival	Breaktimes	Lessons	Lunchtimes	Practical activities
Absconding					
Disruption of lesson/routines					
Damage to property					
Inappropriate behaviour towards pupils					
Inappropriate language towards pupils					
Physical Aggression towards pupils					
Sexualised language or behaviour					
Inappropriate behaviour towards staff					
Inappropriate language towards staff					
Physical Aggression towards Staff					
Other					

RATING OF BEHAVIOURS CAUSING CONCERN

	FREQUENCY H – Hourly D – Daily W – Weekly M – Monthly	**INTENT** D – Deliberate O – Opportunistic R – Reactive M- Misinterpretation	**HAZARD** 1 – Minimal 2 – Marginal 3 – Substantial 4 – Critical	**PROBABILITY** 1 – Unlikely 2 – Possible 3 – Probable 4 – Likely	**LEVEL OF RISK** = HAZARD X PROBABILITY
Disruption					
Self-Harm					
Absconding					
Bullying					
Verbal Aggression					
Physical Aggression					
Vandalism					
Sexualised Behaviour					
Inappropriate Comments to Staff					
Bullying Comments to Staff					
Indirect Injury to Staff					
Direct Injury to Staff					

Level of Risk Score:

1 – 3	Low
4 – 6	Moderate
8 – 10	High
11 – 16	Very High

A Level of risk score can be calculated for each behaviour and can be used to inform priorities.

SCALING PREDISPOSITION TO RISK