

ELMGROVE PRIMARY SCHOOL AND NURSERY

Behaviour Policy – Updated September 2023

Next review: Sept 2024

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A) Policy Statement

At Elmgrove Primary School and Nursery, we believe that being a values-led and Rights Respecting School underpins our whole school policy. These promote positive behaviour and develop successful and responsible citizens for the future. In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them to develop the strategies to make appropriate choices whether this be in person or online. We do this through the way in which we model and celebrate positive behaviour in school, and through teaching about appropriate behaviours online and ensuring we conduct ourselves safely and in accordance with our values when using the internet. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

Elmgrove is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. At Elmgrove Primary School and Nursery, we believe that good behaviour is essential in ensuring effective teaching and learning. We are a Rights Respecting School that promotes and ensures children have their rights respected. This is the key principle underpinning the whole school policy for promoting positive behaviour.

B) Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

C) Our shared Golden Values for the school are:

- ✓ Respect
- ✓ Responsibility
- ✓ Commitment
- ✓ Kindness

We refer to the Golden Values as well as the UN Convention on the Right of the Child when rewarding and sanctioning pupils.

D) Our three rules for the school are:

- ✓ Ready
- ✓ Respectful
- ✓ Safe

E) Rights and Responsibilities

Everyone in our school community has rights and responsibilities to ensure that Elmgrove is a safe place in which to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly and safe school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Article 12: *Children have the right to give opinions and for adults to listen and take it seriously. They should have respect for other opinions and to listen to them carefully*

Article 28 — *Children have a right to a quality education. Discipline in schools should respect children's human dignity.*

Article 29 — *Education should develop children's talents, ability and personality. It should help them develop respect for others.*

Children and staff will respect these rights by following and adhering to class and playground charters

F) Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life

- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and a sense of importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To encourage the active and early involvement of parents in supporting positive behaviour

G) **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

H) **Equal Opportunities, Vulnerable Pupils and pupils with SEND**

We have high expectations for behaviour from everyone, including those with a disability. The staff will take full account of individual differences, including cultural background, ethnicity, abilities, age and gender. Teachers will plan experiences appropriate to meet the children's needs and encourage them to reach the highest possible standards. During their time at school, some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. If a pupil is excluded from the school, this will be undertaken within the Policy guidelines. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

Pupils with special educational needs relating to behaviour are given specific targets on their support plan to support them in making progress in this area. As part of this plan they may also have their own individual reward and sanction system which has been determined by the teacher and the Assistant Head for Inclusion, with the involvement of the pupil and parents. They may also be allocated a Learning Support Assistant for a certain percentage of the week and/or receive additional support/outreach from an external agency.

Responding to incidents from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

For example:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

I) **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our **Child protection policy** for more information.

J) **Learning Mentor**

The Learning Mentor at Elmgrove Primary School and Nursery plays a valuable role in supporting pupils to overcome certain barriers to learning. This includes emotional, social and behaviour problems, as well as attendance and child protection issues. Referrals are made from teachers and members of the Senior Leadership Team to identify pupils for learning mentor support. The Learning Mentor works with individuals, with consent from parents, in class and sometimes on a one to one basis or as part of a group. The focus is on developing pupils' self-esteem and confidence and equips them with strategies to overcome their difficulties and to form healthy, safe and happy relationships with other children and adults.

Behaviour for excellent teaching and learning

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

Our rules, **Ready, Respectful, Safe, must be referred to in conversations around conduct.**

K) **Calm Consistency:**

Calm consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.

All staff:

1. Meet and greet at the door, informally on entry to the classroom
2. Refer to '**Ready, Respectful, Safe**'

3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Be calm and give 'take up time' when going through the steps. 'Prevent' before sanctions.
6. Follow up every time, retain ownership and engage in reflective dialogue with learners.
7. Never ignore or walk past learners who are behaving badly, even if they are not in your class/phase.

Year leaders

Year leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Year leaders will:

1. Meet and greet learners at the beginning of the day, as they see them
2. Be a visible presence in the Year Group to encourage appropriate conduct
3. Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations
5. Encourage use of "Positive News Home"
6. Ensure staff training needs are identified and targeted
7. Use behaviour data from CPOMS to target and assess interventions
8. Make sure that the 'buck stops here'

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Take time to welcome learners at the start of the day, 'meeting and greeting' learners at the beginning of the day and being a daily visible presence around their corridor and the site, particularly at times of mass movement.
2. Be a visible presence around the site and especially at change-over time
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support middle leaders in managing learners with more complex or entrenched negative behaviours (as above)
6. Use behaviour data to target and assess school-wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies

It is the responsibility for those on duty in the playground:

- To follow the guidance in the Playground Charter
- To teach children appropriate games
- To supervise potential problem areas appropriately.
- To report relevant behaviour incidents to the Senior Midday Supervisor or member of SLT, who records on CPOMS

It is the responsibility of the Senior Midday Supervisor:

- To ensure all SMSAs follow the Playground Charter
- To deal with incidents of behaviour which do not meet school expectations referred to them by the midday supervisors;
- To pass on any necessary incidents to the Assistant Heads, Deputy or Head
- To record/pass on incidents of good behaviour.

It is the responsibility of the Governing Body

- To ensure their functions are carried out with a view of safeguarding and promoting the welfare of children.
- To ensure that there is a behaviour statement which provides guidance to the Headteacher in drawing up the school's behaviour policy.

L) Rewarding and celebrating good behaviour

‘It is not what you give but the way that you give it that counts.’

We recognise and reward learners who go ‘over and above’ our standards. Although there are end of Key Stage awards and celebration assemblies, our staff understands that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

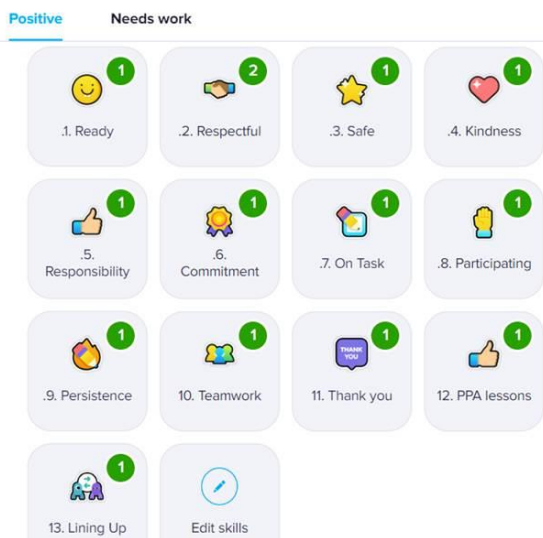
The school praises pupils for good learning and good behaviour at every opportunity. We also reward pupils with stickers and certificates, if appropriate, particularly in the younger years. We want pupils to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. The feeling they get from their own achievements and the positive way that they are valued by the people around them, has long term effects that in turn affect the way that they relate to others.

Acknowledgements of positive behaviour may include:

- Verbal praise/congratulations, explaining why they are being praised
- Certificates in Celebration Assembly
- Sending pupils with good work to other classes and SLT
- Displaying work
- Providing pupils with the opportunity to share their best work with the school as part of celebration assemblies.

- Sharing pupils' achievements/medals/certificates from interests outside of school during assemblies.
- Informally speaking to parents at the end of the day to praise their child (or through a telephone call or letter)
- Publishing pupils' work or their successes in the school newsletter/Twitter/ Positive notes home or phone calls or conversations
- Awarding of Class Dojo points

The Class Dojo system is standardised across the school and is deliberately tailored to the celebration of our values, rules and behaviours that are indicative of those (like saying thank you for kindness and respect for example- see below).



M) Teaching and Learning

Appropriate behaviour is taught and modelled by all members of staff informally and through structured activities. We also encourage reinforcement at home by parents and carers.

N) Practical steps in managing and modifying poor behaviour:

Learners are held responsible for their own behaviour; staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. Staff will be consistent models of emotional control showing that emotional restraint is modelled and not just taught

1. Re-direction

Gentle encouragement/a metaphorical 'nudge' in the right direction/ a small act of kindness

2. The Reminder

A reminder is given for the expectations for learners: **Ready, Respectful, Safe**, is delivered privately to the learner. The teacher makes them aware of their behaviour- the learner has a choice to do the right thing. Repeat reminders if necessary. Efforts will be made to de-escalate and decelerate where reasonable and possible to keep things at this stage

3. The Caution

Clear, verbal caution delivered privately to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing and learners will be reminded of their good previous conduct to prove that they can make good choices. The scripted responses are encouraged at this stage (see appendix)

If this fails to work, the next step is the **'30 second intervention'**. Give the learner a chance to reflect away from others. Speak to them privately, offering a final chance to engage. Offer a positive choice to do so (see suggested script below)

Script:

- a.) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b.) State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c.) Tell the learner what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d.) Walk away from the learner; allow time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

4. The time-out

- a) The learner is asked to speak to the teacher away from others
- b) Boundaries are reset
- c) Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- d) Learner is given a final opportunity to re-engage with the learning / follow instructions
- e) Learners should only go to parallel classes if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go/ take a time out, then the learner will be asked to leave the room. If appropriate, a member of SLT will escort the learner to a workspace outside the teaching room. This is to be recorded on CPOMS by the member of staff who dealt with it.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

5. Restore

Reparation meetings at Elmgrove are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps below, although the wording is directed by the teacher, towards the pupil in a tailored way, to best meet their individual needs:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

Staff at Elmgrove will take responsibility for leading Reparation meetings, Year Leaders will support when requested. Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Elmgrove, we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners, or give fame to those who choose not to meet our high standards of behaviour.

If the restorative stage is not having a positive impact on the child's behaviour, then the partnership stage will come into play (see next page)

6. Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a Personal Learning Coach mentor (a member of the SLT/Learning Mentor/Year Leader) who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor and review and mentor using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Deputy Head Teacher or Head
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning

All of these matters will be confirmed in writing and recorded on CPOMs.

Restorative conference

A restorative meeting will be arranged and will include a member of SLT, Teacher, Learner, Learner, Parent/Guardian,

The meeting will address the learner's progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.

There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute back as part of the process of repairing the damage they have caused, for example: community service.

Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.

Every effort will be made to encourage and support a change in the learner's behaviour. If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage (at the discretion of the Head teacher).

O) **Partnership with Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We encourage parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then the Year Leader, Assistant Head teachers or Deputy Head teacher and finally the Head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Though these steps detailed above represent traditional intervention, at the adult's discretion, they may move to a stage by 'bypassing another' i.e. partnership with parents might be accelerated quickly in the process according to the child.

P) **Reporting and Monitoring of Behaviour**

Behaviour is reported to parents through the annual report, at parents' evenings and more frequently if necessary and at Reparation Meetings with parents. Behaviour data is recorded on CPOMS and analysed on a weekly and half termly basis.

The school looks at data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The school uses the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The class teacher keeps a record of behaviour incidents on CPOMs and monitors this to ensure pupils receive the correct support.

SMSAs and other staff should record/note playtime incidents and inform the Senior Midday Supervisor on that day, which is subsequently updated on CPOMs by either the class teacher or a member of SLT.

It is the responsibility of the governing body to monitor the rate of suspensions and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Q) Pupil Conduct on Premises and Outside the School Gate

With respect to behaviour on school premises, reference is made to our Golden Values and three school rules.

If a pupil displays non-criminal poor behaviour and bullying off the school premises and this is witnessed by a member of staff or reported to the school, then the behaviour procedures will be applied as they would have been inside the school premises.

'Off the school premises' covers:

- When pupils are taking part in a school organised or related activity e.g. educational visit or sports activity;
- When pupils are travelling to and from school;
- When pupils are wearing school uniform;
- In some other way identifiable as a pupil at the school, and therefore: could have repercussions for the orderly running of the school, poses a threat to another pupil or a member of the public; or could adversely affect the reputation of the school.

A staff member may only follow up the misbehaviour when the pupil is on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

R) Use of seclusion/isolation rooms

Pupils may be placed in an area away from other pupils for a limited time (at the discretion of, and if sanctioned by, the Headteacher). In extreme circumstances, this may include the suspension/exclusion of pupils. On such occasions, the Headteacher follows the current Harrow LA Suspension and Exclusion Procedure whereby they would report any incidents of racial harassment or bullying to the Governing Body. When pupils are secluded they are supervised by a member of staff who takes into account the health and

safety, safeguarding and welfare of the pupil. Pupils are generally requested to complete work set by the class teacher.

S) Procedures for Internal Exclusion

When a pupil has been internally excluded, the pupil's parents/carers will be notified by the Head teacher or another member of the Senior Leadership Team. The Headteacher will decide how many days the exclusion will be in place for and staff will be informed.

The following procedures must be strictly adhered to if the exclusion is to be effective:

- The teacher of the excluded child will need to set work for the exclusion
- Work from the teacher must be left with AHT/DHT or alternative Year Group teacher before the start of the school day
- No work is expected to be set during the lunch period as the child will be eating their lunch
- Work given should be accessible enough for the child to complete unaided or they will be placed in another classroom in the year group so they can complete the work planned by the teacher
- First thing in the morning, a senior leader must collect the excluded child from the main office and escort them to the designated area.
- Staff supervising the last session of the day will need to escort the child to the main office at 3.10pm for them to be collected by a parent/carer or allowed to walk home on their own if agreed by the parent (KS2 children only).
- During the lunchtime session, the member of staff needs to escort the child to the dinner hall to collect their lunch and then return to the designated area for the child to eat it.
- If a child's behaviour becomes aggressive, violent or they leave the designated area, staff need to contact a member of the Senior Leadership Team immediately.

Elmgrove is committed to working with parents and carers to find solutions to behaviour difficulties and ensuring early intervention is put into place to ensure the risk of permanent exclusion is minimised.

T) Procedures for Suspensions and Permanent Exclusions from School

As a maintained school, we follow the legislation from the Department for Education.

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

Please see separate policy for more information

U) **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our **Child protection policy** for more information on responding to allegations of abuse against staff or other pupils.

V) **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

See separate policy for more information

W) **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our **Child protection policy** for more information.

X) Use of Reasonable Force

Legal Framework

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.
- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Please see separate policy for more information

Y) Review and Training

Our staff are provided with regular training on managing behaviour, including training on:

- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

The Headteacher and staff review the behaviour policy every two years.

Z) **Related documents**

- Anti-bullying policy
- Use of reasonable force policy
- SEND policy
- Home School Agreement
- Suspension and Exclusion policy
- Screening, searching and confiscation policy
- Class and Playground Charters
- Rights Respecting School Action Plans
- Online safety policy
- Mobile technology policy