



BEHAVIOUR POLICY

INCLUDING EXCLUSIONS AND THE USE OF REASONABLE FORCE

INTRODUCTION

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for Behaviour and Discipline at Gotham Primary School. It supports the school's ethos and was negotiated with the pupils in school council. This document needs to be read in conjunction with the Whole School Child Protection to Safeguard and Promote the Welfare of children Policy.

REVIEW DATES 2015 2016 2017 Updated May 2018, reviewed Sept 2018, Sept 2019

NEXT REVIEW Autumn 2020

BEHAVIOUR - OUR EXPECTATIONS

Children are expected to show respect for other people including other children and adults working on or visiting the school site, or whilst engaged in off-site activities.

Children are expected to respect the environment and all property in and around the school and grounds. They are expected to keep these areas clean and tidy and safe.

WHY WE HAVE A BEHAVIOUR AND DISCIPLINE POLICY

- To provide a consistency of approach and practice to the control, care and well being of pupils.
- To provide a behavioural framework for all members of the school community.

AIMS

- To ensure the safety, security and happiness of children in our care and to safeguard their environment.
- To encourage high standards of behaviour in our pupils.
- To establish and maintain an ethos of respect between everyone at our school.
- To teach children what kind of behaviour is appropriate and acceptable at school.
- To establish systems that deal effectively and fairly with unacceptable and inappropriate behaviour and reinforce positive attitudes.
- To encourage the development of self-discipline in our children.
- To teach children that actions have consequences.

LINKS TO OTHER POLICIES

We have a separate anti-bully policy and an equality policy which detail our specific responses to incidents of dealing with prejudice and hate incidents and with systematic bullying.

"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."

STRATEGIES FOR PROMOTING GOOD BEHAVIOUR

Positive reinforcement of good behaviour in the form of praise and encouragement is preferable to sanctions. To support this we have reward systems in school including House Points, individual and class rewards, weekly achievement assembly and half-termly good behaviour certificates.

- **Our Code of Conduct.** This was negotiated and agreed with the children and is referred to regularly and reviewed annually. We have one rule - RESPECT which applies to every situation.
- **Learning Behaviour and Effort** - we report on this alongside academic ability in the annual reports. We promote, acknowledge and reward positive learning behaviour in lessons.
- **Home School Agreement** - that outlines the principle that parents will support the school. This is in the Reading Diary and is signed by the pupil, the teacher and the parent.
- **Whole School Focus** There will be a periodic focus on elements of behaviour that are identified as needing to be improved.

STAGES IN WHOLE-SCHOOL MANAGEMENT OF INAPPROPRIATE BEHAVIOUR.

CLASSROOM

PSHE and SEAL will be used to discuss behaviour issues.

We use restorative practices to develop relationships between children, reduce low level disruption to lessons and to manage conflicts and tensions by repairing harm and building relationships.

When necessary we will tackle poor behaviour in the classroom by;

- 1) **A verbal warning** is given to ask the child to stop.
 - a. *This happens for all behaviours except for verbal abuse to an adult or any physical violence which will result in an immediate punishment.*
- 2) **An amber warning.**
 - a. If a child continues to misbehave move their name to the amber zone.
 - b. If the child alters their behaviour they are moved back into the green zone.
 - c. *This means that children are given the chance to improve their behaviour before any further action is taken.*
- 3) **RED MEANS STOP!**
 - a. The child completes a Time-Out sheet in their own room, using the lines to copy and complete so they do not cause further disruption.
 - b. If they are no longer welcome in their own class the Time-Out is done in another room. (Remember to send the Time-Out sheet and lines to copy)
 - c. If behaviour continues complete a SIMS report

REPORTING AND RECORDING SERIOUS INCIDENTS

- 1) SIMS Incident Reports will be used to record serious incidents such as verbal abuse to an adult or any kind of serious physical abuse. Parents will receive copies of these. We are required by law to make the names of other children anonymous in these reports.
- 2) Teachers record their own SIMS incidents - TAs and pass the form to the office or Mrs Lymn-Brewin for recording on SIMS. Parents are informed either by phone call or letter with a copy of the incident report.
- 3) Serious incidents at lunchtime are reported to Miss Allen by the Senior Midday Supervisor

OTHER RECORDS

- 1) We are required by law to complete a hate incident report
- 2) We submit these to the LA for all racial incidents.
- 3) Parents are sent a copy of this report.

An Exclusion Record is kept and reported to the full Governing Body in the HT's report to governors. The Governing Body have established a Discipline Committee to monitor the use and application of exclusion within the school.

PLAYTIMES

Children whose behaviour is deemed to be inappropriate, dangerous, confrontational, provocative or uncooperative may be:

- Asked to stand aside to take time-out and cool off.
- Withdrawn from play and sent inside under the supervision of other staff.
- Required to forfeit further playtimes.
- Incidents will be recorded where necessary.
- Restorative conversations are carried out to establish what has happened and to repair harm.

LUNCHTIME

- Each week the PALS will nominate pupils who have exhibited exemplary behaviour and manners.
- PALS can ask children to stand aside to take time-out and cool off.
- The PALS have incident books to record the names of pupils who misbehave.
- Incidents will be reported to the PALS senior supervisor who feeds back to the HT.
- The HT and the senior from the PALS will decide together on appropriate sanctions.

EXCLUSIONS

FIXED TERM EXCLUSIONS

A child who gets into serious trouble at school can be excluded for a fixed period of time.

We will consider a fixed-period exclusion if:

- has harmed another child or a member of staff
- used abusive behavior towards another child or member of staff
- seriously damaged school property.
- allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils

Practical issues to consider

- Only the head teacher or deputy head teacher can exclude a child.
- A child can't be given fixed term exclusions which total more than 45 school days in any one school year.
- If a child is excluded for longer than one school day, the school should set work for them and mark it.

The school must inform the parents on the day an exclusion is given and follow up with a letter. This should be using the on-line exclusion report from which includes information on:

- the period and reason for exclusion
- parental duty during the first five days of any exclusion to ensure that the child is not present in a public place during normal school hours, whether in the company of a parent or not
- any arrangements made by the school that apply from the sixth day of the exclusion

PROCESS FOR A FIXED-PERIOD EXCLUSION.

1. Ensure that the child to be excluded is calm, supervised and is not in any danger.
2. Access the on-line reporting form on The Schools Portal.
3. Complete all sections of this form and submit the form - an email confirmation will be sent.
4. Copy the form and letter to Cath Kaylor the Chair of the governors and Louise Butler chair of discipline committee immediately following the exclusion.

PERMANENT EXCLUSIONS

We would only will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil for a 'one-off' offence.

If a child has been permanently excluded:

- the school's governing body is required to review the head teacher's decision and the parents may request a meeting with the governors to explain their views on the exclusion
- if the governing body confirms the exclusion, parents can appeal to an independent appeal panel organized by the local authority
- the school must explain in a letter how to lodge an appeal
- The school will follow the guidance on wired to impose a permanent exclusion.

DEALING WITH PREJUDICE AND PREJUDICE-RELATED INCIDENTS

"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."

The following action should be taken:-

1. The Head Teacher should be informed.
2. Parents should be informed.
3. Support should be offered to the victim.
4. Counselling should be given to the perpetrator.
5. A Racist/ Hate Incident Report Form should be completed and sent to the LA Achievement and Equality Team within 10 days of the incident.

SEE THE EQUALITY POLICY FOR FULL DETAILS.

DEALING WITH BULLYING

We have a robust system for teaching children to recognise and challenge bullying behaviour using the mnemonic 'STOP'.

Bullying is behaviour that is hurtful, unkind and unwelcome and which has occurred '**Several Times On Purpose**'

The initial way to challenge bullying is to **Start Telling Other People**. Other children and adults can then give support to put an end to the bullying.

SEE THE ANTI-BULLYING POLICY FOR FULL DETAILS.

REASONABLE FORCE

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force².
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

Appendices - 1- SIMS record sheet 2 -Behaviour and Sanctions Key

Behaviour Incident Record

Type of Incident (circle any that apply)	Location - circle
1. Assault - pupil 2. Bullying 3. Damage - property 4. Defiance 5. Disruptive behaviour (intervention group) 6. Fighting 7. Inadequate work 8. Insolence 9. Lunch Time Incident 10. Other (minor) 11. Other (severe) 12. Racist Incident 13. Theft 14. Verbal abuse - pupil 15. Verbal abuse - staff 16. Victim	1. Classroom 2. Dinner hall 3. Playing field 4. In Corridor 5. Playground 6. Toilets
<div style="text-align: center; margin-top: 10px;">Brief Details of Incident</div>	
Date	
Reported by	
For JA/Office Use	
Status	Resolved / Unresolved
Parents Informed	Telephone/text/letter/asked to come in/copy of report
Entered on SIMS by	
Date entered on SIMS	

Keep this document for records. Please pass to the Miss Allen.

Action Taken to resolve - (please circle /highlight)

1. Counselling (restorative questions)
2. Cooling off period - (eg timeout in another room / HT Office)
3. Daily Report - (booklet from HT)
4. Fixed period exclusion - (can only be imposed by HT or DHT)000
5. Isolation -(eg sent to HT office)
6. Letter to parents - HT/DHT
7. Reprimand given
8. Refer to DHT (for serious incidents)
9. Refer to HT (for serious incidents)
10. Refer to Form Teacher (for lunchtime incidents)
11. Discussed with other pupils
12. Discussed with parents (this could be at end of day or on phone)
13. Discussion of Incident with peers/class
14. Discussed with pupils/ victim (Restorative questions)
15. Internal exclusion - (sent to work in another class/ HT office)
16. Sanctions in line with behaviour policy.

Details of Sanctions Imposed

Signed _____

Gotham Primary School Behaviour and Sanctions



Behaviour	Examples of what this might be...	Sanctions
Disruption to lesson	<ul style="list-style-type: none"> • verbal- whispering, talking, • physical - throwing, inappropriate use of equipment/furniture 	<ol style="list-style-type: none"> 1. Verbal warning 2. Amber 3. Red - time out
Refusal to work /co-operate	<ul style="list-style-type: none"> • refuses to attempt to complete the work of the lesson, • ignores instructions of teacher / TA • ignores PALS - refer to Senior 	<ol style="list-style-type: none"> 1. Verbal warning 2. Amber 3. Red - time out
Unfriendly/ Unsporting/ Inappropriate behaviour	<ul style="list-style-type: none"> • ganging up, chasing, • refusal to play fairly when asked • spitting at someone • inappropriate, unkind or rude play 	<ol style="list-style-type: none"> 1. Restorative conversation to repair harm 2. Apology - including a letter
Physical abuse -	<ul style="list-style-type: none"> • such as - hitting, kicking, scratching, hair-pulling, pinching, biting, pushing over, tripping up, using strangle-hold, head-butting 	<ol style="list-style-type: none"> 1. Serious incident report 2. Forfeit playtime 3. Restorative conversation to repair harm 4. Apology - including a letter 5. Possible fixed-term exclusion depending on circumstances
Verbal abuse - to another pupil	<ul style="list-style-type: none"> • name-calling, swearing, shouting in face or ear, taunting • threatening 	<ol style="list-style-type: none"> 1. Restorative conversation to repair harm 2. Apology - including a letter 3. Forfeit playtime
Verbal abuse to an adult	<ul style="list-style-type: none"> • answering back, shouting, swearing, threatening, mimicking, • rude/personal/inappropriate comments 	Fixed-term Exclusion
Damage to property - school	<ul style="list-style-type: none"> • rips / throws books, • wilful damage to equipment furniture, building or grounds 	<ol style="list-style-type: none"> 1. Serious incident report 2. Forfeit playtime 3. Letter of apology - eg to caretaker
Damage to property - pupil's	<ul style="list-style-type: none"> • any item of clothing • damage to books • stealing from tray, bag, pockets 	<ol style="list-style-type: none"> 1. Apology - including a letter 2. Forfeit playtime
AWOL	<ul style="list-style-type: none"> • spends time out of classroom without permission, 	Forfeit playtime
Out of bounds	<ul style="list-style-type: none"> • goes into areas known to be out-of-bounds in school or grounds 	Forfeit playtime