



North Heath Community Primary School BEHAVIOUR FOR LEARNING POLICY

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School Values

ENJOYMENT RESPECT HAPPINESS

ACHIEVEMENT CO-OPERATION

KNOWING YOURSELF

LEARNING FOR LIFE



North Heath Community Primary School BEHAVIOUR FOR LEARNING POLICY

North Heath School is committed to providing a safe and happy environment, wherein all pupils and staff can work together to learn and succeed. The Behaviour for Learning policy is underpinned by the five outcomes of the Every Child Matters strategy: Being Healthy, Staying Safe, Enjoying and achieving, Making a Positive Contribution, and Economic Well-Being.

Through the school's curriculum, including SMSC (Social, Moral, Spiritual and Cultural) and PSHCE (Personal, Social, Health, Citizenship Education), a positive learning environment is proactively delivered and reinforced. We acknowledge that it is important to work together in achieving our aim of being fully inclusive (see also Single Equality Policy, and Anti-bullying policy).

AIMS

- To ensure that the school community (pupils, parents, teaching and non-teaching staff and governors) have a consistent approach and shared responsibility towards positive behaviour management
- To work in a proactive way to promote continued high standards of behaviour and positive relationships

Positive learning behaviours:

Example of positive behaviours include: effort, initiative, independence, positive attitude, acts of kindness, consideration and helpfulness. Promoting and re-enforcing positive behaviour is part of the ethos of the school and positive re-enforcement is actively encouraged by everyone.

We expect all pupils to:	We will promote positive learning behaviours by:
• Actively engage in their learning by listening, questioning, responding and thinking • Respect and respond positively to both written and verbal feedback / suggestions about how to improve and develop • Develop resilient attitudes towards their learning • Work with other pupils co-operatively and respectfully • Communicate with other pupils and adults in a respectful way at all times	• Working together to maintain a safe, happy environment • Recognising and rewarding positive learning behaviours • Celebrating achievement • Modelling and reinforcing the importance of being polite and respectful • Modelling and teaching the required learning behaviours • Using PSHCE themes to explore behaviour for learning • Applying a consistent approach to behaviour management



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CODE OF CONDUCT

The Code of Safe Conduct represents the expectations of all adults working in, or on behalf of our school, and underpins a safe, positive learning environment (see **Appendix 5** – Personnel Roles / **Appendix 8** – Code of Safe Conduct).

Code of Conduct for Pupils:

We encourage and expect all pupils to take responsibility for their own actions. In addition, pupils should:

- be involved in creating classroom rules
- listen carefully and attentively and follow instructions of all school staff
- work to the best of their abilities and allow others to do the same
- treat others with respect
- communicate courteously
- work co-operatively
- value and respect the opinions and ideas of others
- take care of property and resources
- wear the correct school uniform (including appropriate footwear and permissible jewellery – only watches, studs/sleepers, no rings or chains, though jewellery of specific religious significance is allowed)
- bring the correct equipment and homework required for each school day
- be helpful to others around the school, including visitors
- ensure that the classroom is tidy at the end of a session
- raise their hand if they need to speak to the class (not shout out)
- tell the truth and take turns
- line up quietly and sensibly before they move about the school

We expect and encourage all pupils to understand:

- they are responsible for their own actions
- we all have rights and responsibilities
- the importance of classroom rules
- the value of honesty, kindness, courtesy and respect
- that positive behaviour is rewarded
- behaviour that limits or disrupts learning has consequences / sanctions
- bullying is unacceptable (see anti-bullying policy)
- school uniform promotes a positive school spirit and equality
- it is important to look after equipment, resources and school buildings



North Heath Community Primary School BEHAVIOUR FOR LEARNING POLICY

REWARDS AND SANCTIONS

Behaviours that limit or disrupt learning:

Although not exhaustive, the following list gives examples of behaviours that limit or disrupt learning both for the individual and for others:

- Not focusing on tasks
- Inappropriately calling out
- Interfering with or disrupting other children
- Bringing playground issues into the classroom
- Not following school rules
- Behaving in a way that is a danger to themselves and/or others

We will respond to these behaviours by using these strategies:

- Using non-verbal and verbal cues to refocus a pupil
- Recognise and reward positive learning behaviours
- Provide a change of activity or sensory break if required
- Recognise and validate a pupil's actions and feelings and ensure the pupil recognises the behaviour that is stopping learning and takes responsibility for their actions

(see **Appendix 8** for additional strategy guidance)

We will recognise and reward behaviour that meets our expectations through:	Personalised consequences / sanction may include:
• Verbal and non-verbal praise • Positive feedback in marking • House Points • Whole class rewards • Praise in assembly • Headteacher Awards • Stickers and badges • Prizes awarded for various purposes • Positive comments on a child's end of year report • Certificates e.g. for representing school teams, good attendance • Work valued and displayed	• A verbal reprimand • Apology / behaviour correction • Isolation within the classroom • Removal to another class • Supervised time out / play time • Completion of work at an alternative time or extra work • Writing an account of the incident • Classroom or school duties • With-holding privileges (including extra-curricular / enrichment activities) • On-report monitoring system with specific targets (which could be shared with parents) • Parental discussion and involvement



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Major / Serious behaviour incidents:

Serious behaviour incidents, as outlined in the scaled response (**Appendix 1**), must be recorded on a Behaviour Incident Proforma (**Appendix 2**). The Green Star (**Appendix 3**) may be used to call for assistance from a member of SMT to help manage 'extreme' behaviours to keep all members of the school community safe.

- After a serious behaviour incident, those involved will be spoken to by the class teacher / SMT
- Details and actions will be recorded in writing and passed to the headteacher within 24 hours of any incident (see **Appendix 2: Behaviour Incident Proforma**)
- All parents will be informed that an incident has occurred which will be further investigated
- Further investigation will be carried out by SMT and recorded as appropriate, including statements of witnesses if appropriate
- School procedures and sanctions will be applied
- The class teacher / SMT will continue to inform all parents of the investigation and outcomes (but not necessarily what sanctions have been imposed) and parental response statements will be recorded
- If deemed necessary, records of the incident/s will be copied to parents
- Records of behaviour incidents (including bullying behaviour and racist incidents) are kept by the headteacher on the school's electronic recording system who is responsible for updating the incident summary for Governors
- If appropriate the pupil could complete a reflection sheet at some stage after the incident
- If any behaviour has resulted in the class evacuation, all parents from that class will be informed

Monitoring will then take place. If the incidents continue, the headteacher /SMT will be made aware immediately, and an action plan will be implemented as appropriate. Additional support may form an important part of any behaviour incident (e.g. learning mentor, external agency support).

CHAIN OF REFERRAL

In class	Out of class
Teacher ↓ SMT ↓ Assistant/Deputy headteachers ↓ Headteacher	Lunchtime Supervisor/Classroom Assistant ↓ Class Teacher ↓ SMT ↓ Assistant/Deputy headteacher ↓ Headteacher



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USE OF REASONABLE FORCE

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain: control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. 'Reasonable in the circumstances' means using no more force than is needed. 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.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- 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
- restrain a pupil at risk of harming themselves through physical outbursts

Every effort should be made to ensure the presence of another adult in situations where physical restraint is a possible outcome. Any member of staff who has used reasonable force should ensure that the incident is fully and promptly recorded in accordance with the school's procedures on a behaviour incident proforma (**Appendix 2**).

Wherever possible, situations involving the use of reasonable force will be prevented through positive behaviour management strategies and de-escalation techniques. Further guidance on the use of reasonable force is available from the DfE through the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf



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SEARCHING AND CONFISCATION

School staff can search a pupil for any item if the pupil agrees. Headteachers 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 likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

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

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Items should be returned to the pupil or parent at the end of the day if appropriate.

Further guidance on searching and confiscation is available from the DfE through the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

See also **Appendix 6** which reproduces the relevant section (45) of the *Violent Crime Reduction Act 2006* for precise information regarding 'Power of Members of Staff to Search School Pupils for Weapons.'

Discipline of pupil behaviour outside school

Pupils are expected to behave in an appropriate manner during off-site trips. The school will implement this behaviour for learning policy in school following incidents off site if necessary. For issues outside the school day, the school will liaise with parents and pupils to help resolve issues where necessary e.g. vandalism.



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EXCLUSION

Exclusion is the most serious, formal sanction. It is only open to use by the Headteacher (or Deputy Headteacher in his absence) in compliance with guidelines published by the LEA and DCSF. Pupils may be excluded for a fixed number of days or excluded from school permanently. Parents will be made aware of the reasons for these sanctions and there are legal guidelines which will be followed (including the right of appeal).

The length of a fixed-term exclusion will be at the discretion of the Headteacher, who takes into consideration the severity of the situation and the age and circumstances of the pupil when making a decision. Pupils who are at risk of further fixed-term exclusions may have a Personal Support Plan, developed through regular meetings at school, involving parents/carers, school staff and other professionals (as appropriate) to support improvement in behaviour. **In the case of exclusion, the Headteacher will:**

- Inform the pupils' parents/carers, and the Chair of Governors, of the period of any fixed-term exclusion, or of a permanent exclusion
- Give the reasons for the exclusion
- Advise the parent that they may make representations about the exclusion to the Governing Body's Discipline Committee
- Advise the parent how his or her representation may be made
- Notify both the LA and the Governing Body's Discipline Committee of the details of the exclusion, including the reasons for it, in the case of:
 - (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one
 - (b) a fixed-period exclusion of more than five days or which brings the days the pupil has been excluded in one term to more than five
 - (c) an exclusion that would result in the pupil losing the opportunity to take end of KS2 SATs tests
- Follow West Sussex policy for ensuring that pupils who are excluded for over five days receive education on the 6th day until the end of the exclusion
- Ensure, where the parents of an excluded pupil do not speak English, or do not have a good understanding of English, that correspondence and documentation relating to the exclusion are translated into their mother tongue. In such cases the school and/or LA will arrange for an interpreter to be present at any meetings with the parent about the exclusion. Suitable arrangements for disabled parents will also be made.
- Ensure, following a pupil's exclusion, that a re-integration meeting is held, preferably on the day the student is due to return after the exclusion, including a member of the Leadership Team, the Inclusion Manager, with the pupil and the pupil's parent(s)/carers. Other relevant people may attend, for example a member of West Sussex Behaviour Support Team.



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Governors' Responsibility

In the case of a fixed period exclusion of more than 5, but not more than 15 days in one term (which does not bring the student's total number of days of exclusion to more than 15 in one term), convene a meeting between the 6th and 50th school day after receiving notice of the exclusion, to consider the exclusion, **but only if the parent/carer requests such a meeting.**

In the case of permanent exclusion, or a fixed period exclusion of more than 15 school days in one term (or which brings the student's total number of days of exclusion to more than 15 in one term) convene a meeting between the 6th and 15th school day after the date of the receipt of notice to consider the exclusion. If a student's total number of days of fixed period exclusion exceeds 15 school days in one term, any subsequent fixed period exclusion(s) of the student in the same term would again trigger the Governing Body's duty to consider the circumstances of the exclusion.

Governors adhere to the exclusion procedures as laid out in the Behaviour and Attendance Guidance 2007 issued by the DCSF.

INCLUSION

(See also Inclusion Policy and Single Equality Policy)

SEN, Disability and vulnerable pupils

Incidents involving a pupil with SEN e.g. Aspergers or known emotional disorders etc. should be dealt with by the class teacher / chain of referral as appropriate and the Inclusion Manager should also be informed.

The school endeavours to:

- make reasonable adjustments in the application of the behaviour policy to disabled pupils
- make special educational provision for pupils whose behaviour-related learning difficulties make it necessary
- identify at-risk pupils in advance and plan proactively for how the school's disciplinary framework should be applied for each of these pupils

We ensure that all those in contact with the pupil know what has been agreed and that every vulnerable pupil has a key person in school (usually the class teacher) that knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.



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Monitoring

The policy, as a whole, will be promoted and implemented throughout the school, with all adults and children fully aware of its contents. Together with all aspects of behaviour, safeguarding and bullying, the policy's implementation and effectiveness will be monitored through:

- School Evaluation Form
- School Development Plan
- Termly Reviews
- Governor Meetings (Quality and Standards Committee)
- Leavers' Survey
- Pupil Questionnaires

Complaints

If parents /carers feel that the incident /s have not been handled to their satisfaction they may lodge their complaint in writing to the Headteacher and following that (if they feel the matter has not been satisfactorily resolved) then to the Chair of Governors. (See the policy/leaflet for dealing with parental concerns.)

Date: April 2025

Review: Spring 2026



North Heath Community Primary School **BEHAVIOUR FOR LEARNING POLICY**

APPENDIX 1 : Scaled Response

Some examples of minor incidents	Responses must include one or more of the following:	Those involved:
• Non-compliance to a reasonable and understood request • Inconsiderate behaviour towards others • Minor disruption e.g. persistent time-wasting e.g. playground incidents e.g. wandering around class • Inappropriate attitude towards adults e.g. disrespectful comments • Lack of respect for equipment , resources and property • Stealing (use discretion)	• Remind pupil/pupils of the acceptable behaviour in school and the classroom rules to encourage a positive outcome • Instruct the pupil to modify his/her behaviour • Ignore inappropriate behaviour and praise/reward appropriate • Use 'a look' followed by polite request to stop with reason • Provide time for discussion between those involved (either independent o guided) • Ensure they apologise • Ensure they know what the appropriate response would have been / ask for repetition of an appropriate response • Discuss the impact of their actions • Whole class reminders of expectations and praising positive • Move children to sit next to role model • Timed intervention • Give opportunity for improvement • Diversion tactics	Teachers Classroom Assistants Parents Lunchtime supervisors Children involved



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Repeated minor incidents or more major incidents	Responses may be as above but many also include one or more of the following:	Those involved:
• Repeated/continued refusal • Offensive language – direct and indirect • Racial or sexist insults • Repeated exclusion of others • Low level physical contact and other inappropriate touching • Inappropriate behaviour of a sexual nature (use discretion) • Verbal aggression • Aggressive behaviour and fighting eg biting, hitting (use discretion) • Minor damage to property e.g. graffiti • Intimidating behaviour (see Anti-bullying policy) • Deliberate disruption of work or play	• Loss of reward/privilege or opportunity to gain reward • Focus on positive behaviour - praise • Forfeit play time – walk with adult or indoor with supervision • Moving within the group • Moving from the group • Moving from the group to another room (time out) • Clear statement of inappropriateness • Immediate contact with parents e.g. phone call • One-to-one/group discussions • Mediated discussion (with adult) • Forced choices e.g. 2 choices where child feels they have choice but both are appropriate • Monitoring through diaries or behaviour plans • Putting 'it' right e.g. letter of apology e.g. cleaning property • Referral to Learning Mentor • Referral to SMT • Use of Nature of Concern or I.L.P. to share concerns and aims with parents • Diversionary tactics – giving responsibilities and tasks • Use of visual display/warning cards • Use of cooling off/physical release e.g. running (use other adults as needed) • Reflection of incident in pictures – to include resolution	Those involved: Parents SMT Learning mentor CP officer Behaviour Support Team EP Parents and other agencies may be required to attend school at this stage to formulate and agree a more detailed 'Behaviour Management Plan' Social Services



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Examples of serious/potentially serious behaviour incidents	Responses may be as above but may also include:	Those involved:
- Persistent threatening, bullying or intimidating behaviour (see Anti-bullying policy) - Serious, deliberate damage to property e.g. vandalism e.g. arson - Self injury - Absconding - Deliberate attempts to injure others – physical assault (serious) - Carrying weapons, matches, accelerant, drugs or alcohol - Repeated racial, cultural or sexual insults - Inappropriate behaviour of a sexual nature - Theft	- Non-confrontational approach, allowing the individual time and space to calm down - Use of reasonable force - Use of time out - Parents called to remove child - Police called - Internal, temporary and permanent exclusion - Additional adult support – removal of child - Removal of other children to provide protection - Use of 'emergency green star' to inform Head / SMT of serious incident requiring immediate action - Parent to accompany child on school visits In the event of a major or serious incident, a behaviour incident form must be completed and sent to Head / SMT	Parents SMT Learning mentor CP officer Behaviour Support Team EP Parents and other agencies will be required to attend school at this stage to formulate and agree a more detailed 'Behaviour Management Plan'

Punishments that are humiliating or degrading must not be used



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Appendix 2: BEHAVIOUR INCIDENT PROFORMA

Date_____ Time_____ Initial Responder+ role _____

Name of person /s	Year/s and Class/es	SEN

Nature of Incident (Place, bullet points of what happened)

Immediate Action Taken by initial responder

Signed _____



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Referred to _____

Follow-up action (by the person the incident has been referred to)

Signed _____

Parent/s/Carer/s notified Y/N

Parental satisfaction comment:

Signed _____



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APPENDIX 3 - GREEN STAR BEHAVIOUR MANAGEMENT

The Green Star may be used to call for assistance from a member of SMT (rota) to help manage 'extreme' behaviours that may occasionally be displayed by some pupils and to keep all members of the school community safe.

Please ensure you have used the strategies suggested below prior to calling for assistance.

Remember to be positive and age appropriate.

Green Star should not be used as a threat.

- Praise/thanks for right/good choices (however small and related to behaviour you want to see)
- Reinforce appropriate 'good' choices and expectations
- Give a verbal warning; Repeat verbal warning
- Consequences e.g. finish work at playtime if not completed in lesson time
- Isolation within the classroom
- Used forced choices
- Loss of 5 minutes of playtime/Golden time
- Time out in partner classroom for a fixed time e.g. 5 minutes
- Used all other adults available to you at that time e.g. CAs, another teacher
- SMT may be involved to de-escalate the situation/reinforce good choices/provide suitable reinforcement of behaviour expectations/talk with pupil about their behaviour choices

Send the Green Star to the SMT on duty if...

- ❖ You judge the behaviour to be dangerous/include acts of violence and aggression to the pupil/other pupils/adults
- ❖ You are unable to stop the behaviour
- ❖ You judge the behaviour to be significantly impacting on the learning of other pupils



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Appendix 4

GOVERNORS' STATEMENT OF GENERAL PRINCIPLES WITH REGARD TO BEHAVIOUR

Rationale and purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012).
2. The purpose of the Statement is to provide guidance for the headteacher in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the students in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the school's behaviour policy, though he must take account of these principles when formulating this. The headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for headteachers and school staff.
4. The Behaviour Policy must be publicised, in writing, to staff, parents/carers and students at least once a year.

Principles

5. The Governors of North Heath Community Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables:
 - (a) all its pupils to make the best possible progress in all aspects of their school life and work and
 - (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
6. All students and staff have the right to feel safe at all times in school. There should be mutual respect between staff and students and between students. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
7. North Heath Community Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010, also see Single Equality Policy). To this end the school must have a clear and comprehensive Behaviour Management Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect students from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.



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8. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy and made known to all staff.

9. Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parent/s/carer/s and school staff with respect to pupils' behaviour must be outlined in the 'Home: School Agreement' which pupils and parent/s/carer/s must be asked to sign when a pupil joins the school.

10. The School Values should be clearly stated in the Behaviour for Learning Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the school and shared with and explained to all pupils. The Governors expect the values to be consistently applied by all staff and regularly monitored.

11. Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.

12. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The full range of sanctions and possible responses to incidents should be clearly described in the Behaviour Management Policy so that students, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if they fear that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.

13. The Behaviour Management Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff. Governors expect the headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

14. The Governors expect the headteacher to include the following in some detail in the Behaviour Management Policy:

a. Screening and searching students: the reasons for searching students should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors would expect authorised staff to be appropriately trained in how to carry out a search.



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North Heath follows the DfE Guidance, which can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf

b. The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive students from classrooms, or preventing them from leaving) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when students may be restrained. Governors would expect staff to be trained in the use of reasonable force and restraint where necessary.

North Heath follows the DfE Guidance, which can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

c. The power to discipline outside the school gates:

Disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff and students know that sanctions can be applied in these circumstances.

North Heath follows the DfE Guidance, which can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour_and_Discipline_in_Schools_-_a_guide_for_headteachers_and_school_staff.pdf

d. Review

This Statement of Principles will be reviewed every 2 years, or as necessary. The school Behaviour for Learning Policy will be reviewed and shared with the Governors annually.

This statement of principle was agreed by:

The Quality and Standards subcommittee on Thursday 5 June 2014

The Full Governing Body on Thursday 26 June 2014

Reviewed in line with policy



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Appendix 5: Personnel Roles for Managing Behaviour

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying and inappropriate behaviour from our school. This policy statement makes it very clear that the governing body does not tolerate bullying or inappropriate behaviour in our school and that any incidents that do occur are taken very seriously by the school and are dealt with appropriately.

The governing body reviews the effectiveness of the school policy.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour management policy and strategies and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of antisocial behaviour. The Headteacher reports to the governing body about the effectiveness of the policy.

The Headteacher and staff ensure that all children know that antisocial behaviour is wrong and unacceptable. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a sanction is used.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with unacceptable behaviour and incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making poor behaviour less likely. When children feel they are important and belong to a friendly and welcoming school, bullying and other forms of antisocial behaviour is far less likely.

It is the Headteacher's decision alone to exclude a pupil from school in which case the proper exclusion procedures are followed (as per County Guidelines)

The role of the teacher

Teachers in our school take antisocial behaviour seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents that happen in their class where appropriate. They take an active role in the making and review of policies and share responsibility for their implementation.

If teachers witness an act of antisocial behaviour including bullying, they do all they can to support the child. The teacher informs the child's parents as appropriate and may seek the support of the Head or SMT, depending on the seriousness of the issue (see anti-bullying policy).



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If, as teachers, we become aware of any antisocial behaviour taking place between members of a class, we endeavour to deal with the issue immediately. This may involve talking through strategies and support for the victim and punishment for the perpetrator. We spend time talking to the pupil/s, we explain why the action of the perpetrator was wrong, and we endeavour to help the pupil change their behaviour in future. If a pupil is repeatedly involved in antisocial behaviour towards other children, we inform the Headteacher and the special needs co-ordinator. We then invite the pupil's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the inclusion support team and social services.

Teachers attempt to support all pupils in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all pupils, we aim to prevent incidents.

The role of parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher. Parents have a responsibility to support the school's behaviour management policy and to actively encourage their child to be a positive member of the school. Parents are to ensure that their child gets to school on time. Parents sign up to the Home/School agreement and we facilitate Positive Parenting workshops where/when possible/available.

The role of the pupil

Pupils follow the aims and rules of the school and tell the truth.

Pupils develop a sense of responsibility for themselves and others through duties such as library, assembly and corridor monitors.

Pupils contribute to and are expected to follow their class rules and should expect reference to it when appropriate by the teacher

Pupils sign up to the Home/School agreement.

Reference

Part 4 of the E&I guidance offers a view on the kinds of expectations which the school, pupils and parents might reasonably have of one another, and sets out respective 'rights' and 'responsibilities' in chart form.

The guidance document can be viewed/downloaded in full or part at:

<http://www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies/>



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APPENDIX 6: Power of Members of Staff to Search School Pupils for Weapons

The following is the exact wording of the law in The Violent Crime Reduction Act 2006 for the benefit of headteachers and others regarding the new power to search pupils for weapons without their consent.

45 Power of members of staff to search school pupils for weapons After section 550A of the Education Act 1996 (c. 56) insert-

"550AA Power of members of staff to search pupils for weapons

(1) A member of the staff of a school who has reasonable grounds for suspecting that a pupil at the school may have with him or in his possessions-

- (a) an article to which section 139 of the Criminal Justice Act 1988 applies (knives and blades etc.), or
- (b) an offensive weapon (within the meaning of the Prevention of Crime Act 1953),

may search that pupil or his possessions for such articles and weapons.

(2) A search under this section may be carried out only where-

- (a) the member of the staff and the pupil are on the premises of the school; or
- (b) they are elsewhere and the member of the staff has lawful control or charge of the pupil.

(3) A person may carry out a search under this section only if-

- (a) he is the head teacher of the school; or
- (b) he has been authorised by the head teacher to carry out the search.

(4) Nothing in any enactment, instrument or agreement shall be construed as authorising a head teacher of a school to require a person other than a member of the security staff of the school to carry out a search under this section.

(5) A person who carries out a search of a pupil under this section-

- (a) may not require the pupil to remove any clothing other than outer clothing;
- (b) must be of the same sex as the pupil; and
- (c) may carry out the search only in the presence of another member of the staff who is also of the same sex as the pupil.

(6) A pupil's possessions may not be searched under this section except in his presence and in the presence of another member of the staff.

(7) If, in the course of a search under this section, the person carrying out the search finds-

- (a) anything which he has reasonable grounds for suspecting falls within subsection (1)(a) or (b), or
- (b) any other thing which he has reasonable grounds for suspecting is evidence in relation to an offence,

he may seize and retain it.

(8) A person who exercises a power under this section may use such force as is reasonable in the circumstances for exercising that power.

(9) A person who seizes anything under subsection (7) must deliver it to a police constable as soon as reasonably practicable.



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(10) The Police (Property) Act 1897 (disposal of property in the possession of the police) shall apply to property which has come into the possession of a police constable under this section as it applies to property which has come into the possession of the police in the circumstances mentioned in that Act.

(11) An authorisation for the purposes of subsection (3)(b) may be given either in relation to a particular search or generally in relation to searches under this section or to a particular description of such searches.

(12) In this section-

'member of the staff', in relation to a school, means-

(a) any teacher who works at the school; and

(b) any other person who, with the authority of the head teacher, has lawful control or charge of pupils for whom education is being provided at the school;

'member of the security staff' means a member of the staff whose work at the school consists wholly or mainly of security-related activities;

'outer clothing' means-

(a) any item of clothing that is being worn otherwise than wholly next to the skin or immediately over a garment being worn as underwear; or

(b) a hat, shoes, boots, gloves or a scarf;

'possessions', in relation to a pupil of a school, includes any goods over which he has or appears to have control.

(13) The powers conferred by this section are in addition to any powers exercisable by the member of the staff in question apart from this section and are not to be construed as restricting such powers."



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Appendix 7: Code of Safe Conduct

Code of Safe Conduct

It is essential that we acknowledge that the vast majority of volunteers behave appropriately whilst working with our pupils, however, expected conduct of adults working in or for a school is sometimes different to that which applies whilst caring for our own children. Conduct is also governed by certain laws and government guidance (e.g. smacking children). Furthermore, staff and volunteers sometimes express uncertainty as to what is and is not acceptable and ask for guidance regarding those behaviours which, whilst most probably innocent, may be considered illegal, improper or could be misconstrued by another person.

The following, therefore, gives a guide to appropriate conduct whilst working in or on behalf of the school (e.g. residential visits, out of school activities). Adherence to this code will ensure that **both children and adults are safe**, including protection from the possibility of allegations being made against them.

You must:

- adhere to the schools Child Protection, Behaviour, Physical Intervention, Photography and Video, Health and Safety and Intimate Care Policies.
- behave in a mature, respectful, safe, fair and considered manner.
- provide a good example and a 'positive role model' to pupils.
- not behave in a way that could lead a reasonable observer to question your conduct, intentions or suitability to care for other people's children.
- observe people's rights to confidentiality (unless you need to report something to the headteacher e.g. child protection concerns).
- not touch children in a manner which is gratuitous or would be considered sexual, threatening or intimidating.
- treat all children equally, never build 'special' relationships with individual children or confer favour on particular children.
- not discriminate favourably or unfavourably towards any child.
- not make arrangements to contact, communicate or meet children outside of your work, unless there are special circumstances agreed with by the Head.
- not develop 'personal' or sexual relationships with children.
- Not push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so.
- not be sarcastic, make remarks or 'jokes' to children of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
- not embarrass or humiliate children.
- not give or receive (other than 'token') gifts unless arranged through school e.g. donating outgrown PE Kit, football boots, uniform.
- not allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking, drinking alcohol.
- not behave in an illegal or unsafe manner e.g. exceed the speed limit, be under the influence of drugs or alcohol, drive a vehicle which is unroadworthy



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- or otherwise unsafe or not properly insured, use a mobile phone, fail to use seat belts or drive safely whilst transporting children.
- never undertake any work with children when you are not in a fit and proper state to do so e.g. under the influence of medication which induces drowsiness, have a medical condition which dictates that you should not be caring for children
 - **avoid the use of a mobile telephone**
 - **avoid posting comments on social media about school and its staff**

Report to the headteacher:

- any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation
- any difficulties you experience e.g. coping with an unruly child, situations you anticipate you may not be sufficiently qualified, trained or skilled to deal with or handle well
- any behaviours of another person working for the school, which gives you, cause for concern. (You will be protected by our 'whistle blowing policy' in these circumstances)
- any extremist behaviour/language or views

I _____ (full name) have read the school's information for volunteers and agree to abide by the Code of Safe Conduct therein.

Signed: _____ Date: _____

Many thanks for your support of the school and its arrangements for the safety and care of children and adults in our school community.

N Chesshire
Headteacher



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Appendix 8: Additional strategy guidance

- Praise/thanks for good choices
- Verbal warning
- Isolation within the learning environment
- Use forced choices
- Use of timers
- Positive reinforcement
- Rephrase the instructions / expectations
- Consider the appropriateness of sending child/ren to fetch another child
- Focus on the behaviour issue, not the child
- Reminder of the rewards / consequences
- Use a calm voice
- Listen
- Mindfulness – Stop, Breathe, Listen, Calm
- Note triggers and take pre-emptive action
- Encourage children to ask for help
- Help children to understand different points of view
- Social stories / talk time (impact of their behaviour/choices on others)



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APPENDIX 9

Letter pro-forma to inform parents of an incident in class.

Dear parents/carers

I am writing to inform you that one of the children in YXX XXXX Class is currently struggling with their self-regulation and, at times, demonstrating some disruptive behaviour. Whilst not wishing to worry you, in line with our behaviour management policy, we are writing to keep you informed that today the rest of the class were taken for an extra exercise break outside. The aim of this was to reduce their exposure to the behaviours shown, ensure that they were kept safe and to minimise the impact of it on their school day.

We would like to reassure you that we are working hard to minimise disruption to your child's learning and to keep them safe while at school, both in the classroom and on the playground. As well as looking at ways forward, our SENCo and Senior Leadership Team are supporting the individual child, parents, class teacher and teaching assistants. We are also liaising with other professionals and seeking advice and support from external agencies.

We recognise that this behaviour is not usually seen in school and so may have distressed your child. We would like you to know that we have spoken to all the pupils in XXXX Class to remind them that the adults in school are here to help and support them and that they can speak to an adult if they are ever feeling worried or sad. All the children agreed that they feel safe here at North Heath Primary. The work that we do at school around the Zones of Regulation has helped pupils to understand that at times some children (and adults) find it hard to manage their feelings, and this can result in heightened behaviour.

We would ask for your support in reassuring your child that the adults in school are here to help and support. We would also appreciate you helping them to understand that the child in question still wants and needs their friendship and support in order to continue to develop their self-regulation.

Please do not hesitate to contact me if you would like to discuss the matter further.

Yours sincerely

and

Headteacher

SENC_o