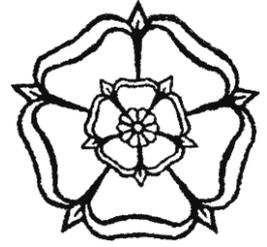




**Thornton-in-Craven
Community Primary School**
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**THORNTON-IN-CRAVEN CP SCHOOL
BEHAVIOUR POLICY 2021-2024**

This policy should be read alongside our behaviour flow diagram.

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the 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 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Other relevant documentation:

- Anti-bullying Policy
- SEN policy
- Feedback policy
- E-safety policy
- Whistle blowing policy
- Complaints and Disciplinary policy

AIMS AND OBJECTIVES

"The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values".

Elton Report Discipline in Schools.

A whole school approach to the promotion of good behaviour is essential. All Staff are responsible for developing children's sense of community and shared values. The adults in the classroom play the most important role in the pastoral care of children. Children are expected to show respect for adults and for each other.

THE SCHOOL ENVIRONMENT

The overall school environment can influence the behaviour of pupils. The school building should be well maintained and clean. There should be no litter, graffiti or other damage evident around school. Any evidence of any of these should be dealt with instantly. Classrooms should be tidy and well organised, children's work should be displayed attractively to enhance the learning environment.

Encouraging pride in the school:

Staff and pupils will:

- . insist on a clean room
- . teach in tidiness, encourage tidiness
- . leave desks in place and the boards clean after lessons
- . clear graffiti immediately
- . have all damage removed or repaired quickly
- . deal firmly with offenders
- . keep displays fresh and attractive
- . keep desks, shelves and cupboards tidy
- . insist on litter-free buildings and site
- . deal with issues swiftly.
- . report damage immediately.

INVOLVEMENT OF PARENTS

A discipline policy is most effective if relationships with parents are good. Parents should be well informed and should be welcomed and encouraged to become involved in school. They will be informed not only when their children are behaving badly but most importantly, also when they have behaved particularly well. Outstanding behaviour is an expectation but it is also celebrated and shared.

PUPILS

Children will be encouraged to take on appropriate responsibilities.

Children will be given the opportunity to behave well.

Children's achievements both academic and non-academic will be recognised.

Children with special needs either emotional or behavioural will be quickly assessed and appropriately dealt with.

LEADING BY EXAMPLE

Acceptable standards of behaviour, work and respect depend on the example of us all.

- All have positive contributions to make.

Success has to be worked for: it does not simply happen.

- Our school sets high standards
- Apply rules firmly and fairly.
- We share a collective responsibility for behaviour in our school.

Most important of all:

- We expect to give and to receive respect.

Everyone at school is here for a purpose.

- We will respect every person
- We will treat everyone as an individual.

Relationships are vital: between everyone and at every level.

All behaviour is communication – we just need to listen and try to understand.

Taking the initiative, we will:

- greet and be greeted
- speak and be spoken to
- smile and relate
- communicate.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is tested not by the absence of problems but by the way we deal with them.

We will:

- address the problem:
- avoid confrontation
- listen
- establish the facts
- judge only when certain
- use punishments sparingly
- try to be fair

Removal of privilege is a very effective strategy when balanced by rewards for choosing to behave well.

All contact contributes to standards of behaviour.

Staff will:

- Act as role models – co-operate and support each other treating colleagues and pupils with courtesy and respect.
- start the dialogue
- greet pupils
- deal with misbehaviour when it happens
- set high standards of speech, manner and dress
- enjoy relating to pupils
- build friendly relationships

IN THE CLASSROOM

At our school, we aim to create and sustain a positive, supportive and secure environment. This is founded on well prepared, stimulating lessons that generate good behaviour and earn respect.

Staff will:

- be prepared for the lesson
- keep everyone occupied and interested
- extend and motivate all pupils

- mark all work promptly and constructively
- encourage creative dialogue - confidence in discussion is important
- keep an attractive, clean and tidy room
- maintain interesting wall displays

At our school, we will aim to never leave a problem to be sorted out later. The problem needs a solution not complicating. Staff will seek help if they need it.

We always apply school rules positively.

MAINTAINING DISCIPLINE

At Thornton-in-Craven CP School, we insist on acceptable standards of behaviour, work and respect through:

- applying school rules uniformly
- working to agreed procedures
- be noticed and discussed, in school and at home
- following up problems to their conclusion.

REWARDS

It is very important that the positive aspects of praise and reward should have a greater emphasis. Good discipline is, as we all know, based on mutual knowledge, respect the setting of known standards. It has high priority at our school.

We believe that children respond better to systems which recognise their difficulties and strengths. Anything which recognises that children have achieved what has been asked of them is desirable.

Stars, stickers or team points can be given in and around class.

- House points and commendations can be given for good work or attitude to work.
- Recognition can be given to success of differing kinds in assemblies or class time.
- Pupils' work should be displayed as much as possible.
- The Headteacher welcomes the opportunity, to praise individuals for pieces of good work if these are brought to her notice.
- Above all, praise and encouragement in lessons is used as much as possible.

SANCTIONS AND PUNISHMENT

Staff will use some of the following actions:

- drawing attention to appropriate behaviour
- allowing pupils to choose to behave well
- change of seat
- repeat of work
- withdrawal of privilege of working in class
- additional work
- clearing litter, cleaning - especially if related to misdeed
- referral to Headteacher.

When necessary a traffic light system will be used to indicate to pupils that their behaviour is becoming unacceptable. **Green** will show appropriate behaviour. **Amber** will indicate cause for

concern and serves as a warning that the behaviour needs to change. **Red** will result in a period of missed playtime and/or discussion with the Headteacher. We will also give children the opportunity to move above green for good work or behaviour.

EMERGENCIES

In an emergency, a pupil will be referred to the most accessible senior member of staff. A staff member may send a reliable pupil with a message/red card to another member of staff.

BULLYING

The school is proud of its calm purposeful and friendly atmosphere and of its high standards of work and behaviour. Children are expected to show respect for adults and for each other. Bullying behaviour will not be tolerated.

Response to Bullying - Action

Bullying is the wilful conscious desire to hurt or threaten or frighten someone else. To do this the bully has to have some sort of power over the victim, a power not always recognisable to the Teacher.

The school will:

- take the incident or report seriously
- take action as quickly as possible
- think hard about whether the action needs to be private or public;
- ascertain who are the pupils involved
- reassure the victim(s), don't make them feel inadequate or foolish
- offer concrete help, advice and support
- make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view
- explain clearly the punishment and why it is being given.

Staff will:

- inform the headteacher
- inform colleagues if the incident arose out of a situation where everyone should be vigilant, e.g. unsupervised toilets
- inform/ask headteacher to inform both sets of parents calmly, clearly and concisely, reassure both sets of parents that the incident will not linger on or be held against anyone.

SCHOOL RULES

- Show respect to everyone in the school
- Take pride in your school by looking smart and keeping your classroom tidy
- Always try your best
- Be kind and helpful – you are part of a team
- Be careful – think about what is safe and sensible

Each class will work together to determine their own class rules and children will be key to deciding on the content of these.

Below are some reminders of expectations that we have of the children at the school:

- Jewellery is not to be worn for school for safety reasons, though small studs and watches are acceptable. Unacceptable jewellery will be confiscated.

- Large hair accessories such as large bows or flowers are not suitable for school. They are an obstruction and can be unsafe during play. If a child wears hair accessories that are not suitable for school, then we will ask them to remove them.
- Make-up and hair colouring are not acceptable in school. Make up will be washed off and children with coloured hair sent home to wash it out.
- Flat shoes, NOT TRAINERS, must be worn for school, again, for safety reasons.
- We strongly recommend adherence to the school uniform and covered shoulders are essential.
- All clothes should be labelled.
- Children should always bring a coat so that outside lessons and break times can be fully utilised.
- Children should have a PE kit in school at all times. This should include long trousers for colder weather and trainers or pumps.
- Toys, footballs, swapping cards and umbrellas are not to be brought to school. They will be confiscated until the end of the day.
- Water bottles should contain only water and are accessible for the children during the day.
- Children requiring a snack at break time may bring pieces of fruit only.

Policy for Screening and Searching Pupils

The governors recognise that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The governors have agreed that any item confiscated will be returned to the child's parent.

2. Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search – weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

The governors have agreed that whilst such items have never been confiscated before where staff are suspicious that a pupil have any item listed above then they MUST follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to the Headteacher who will in turn contact parents to discuss the incident. The Headteacher may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, School Nurse, Police etc).

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Discipline in school – Teacher's powers (taken from DfE "Behaviour and Discipline in schools" January 2016 Key points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (section 90 & 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils such as teaching assistants.
- 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 the school
- Teachers have the power to impose detention outside of school hours
- Teachers can confiscate pupil's property

Persistent Negative Behaviour

If monitoring shows that a child's behaviour is not improving then discussions will take place between the class teacher, SENDCO, parents and the Headteacher. Individual behaviour plans will be drawn up and support provided. Clear rewards/consequences identified for success/failure (including possible exclusion). A behaviour log is issued to give daily feedback to child (x 5), weekly feedback to parents.

If behaviour does not improve then the school will involve necessary external agencies, i.e. Behaviour Support, Educational Psychologist etc. The child will be added to the SEND register and a CAF may be considered where appropriate.

Serious Incidents

Extremely serious incidents will be sent direct to the Headteacher (or a member of SLT if the Headteacher is not available). These incidents will also be recorded on CPOMS. Parents will be notified.

Incidents defined as being major will include:

- Violence (physical and property)
- Bullying – see Appendix 1
- Racism
- Homophobic incidents
- Theft

Less serious incidents will be dealt with by a member of SLT and these will be recorded on CPOMS as required.

Certain children will be deemed to have a behaviour difficulty that will require differentiated approach. This will be outlined in an IEP devised by the teacher, senco and Headteacher and may involve outside agencies.

Matters which require the involvement of outside agencies such as police/medical will be dealt with accordingly to the procedures of those agencies and recorded as appropriate.

At this point Internal Exclusions may be used.

- An internal exclusion is where the Child has no contact with own class or classmates or access to playground, extracurricular or enrichment activities.
- The child will work in the Head's office.
- If an internal exclusion is issued the Parents will be informed.
- If behaviour improves the child will return to class.

Exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

1. Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

2. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the

duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

3. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

4. The behaviour of a pupil outside school can be considered grounds for an exclusion.

5. The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

6. Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

7. The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.

8. When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

9. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

10. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not share it.

11. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues

12. The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

13. It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of the pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.

14. 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

15. Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the

admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Refer to <https://www.gov.uk/government/publications/school-exclusion> (updated July 2017 changes effective September 2017)

If the Head Teacher excludes a pupil s/he informs the parents immediately, giving reasons for the exclusion.

At the same time the Head Teacher makes it clear to the parents that they can appeal against permanent exclusions to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed term exclusions beyond 5 days in any one term.

The Governing Body has a Discipline Committee, which is made up of 3 members. The Committee considers any permanent exclusion appeals on behalf of the Governors. The Governing Body cannot exclude a pupil or extend an exclusion period set by the Head Teacher. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority and consider whether a child should be reinstated. If the Governor's appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with the ruling.

Behaviour that may initiate exclusion

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.
- Physical assault towards a member of staff or pupil.
- Racial abuse
- Sexual misconduct
- Serious damage to property
- Theft
- Drug or alcohol related behaviour (including tobacco)

Children for whom our trauma sensitive practice may be particularly important

The school acknowledges that a small minority of children may for whatever reason need more support to help them to make the correct choices available to them in order to regulate their own behaviour. This may be especially true of children with or being assessed for an EHCP, those in public care or those who have experienced adversity or trauma. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances, the school will make every effort to use trauma sensitive strategies in order to support the child and attempt to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

There will be regular communication between home and school as well as daily feedback to the child.

POLICY FOR THE RESTRAINT OF PUPILS

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006. Teachers 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.

Restrain a pupil at risk of harming themselves through physical outbursts.

Staff are trained in the pre-emptive and responsive positive handling strategy techniques.

Before using physical controls

We take effective action to reduce risk by:

Using positive guidance to escort pupils to somewhere less pressured

Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives

Using negotiating and reasoning

Giving clear directions for pupils to stop

Reminding them about rules and likely outcomes

Removing an audience or taking vulnerable pupils to a safe place

Making the environment safer by moving furniture and removing objects which could be used as weapons

Ensuring that colleagues know what is happening and call for help.

Restraint

At this school we only use physical restraint when there is no realistic alternative. We expect staff to conduct a dynamic risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate. Physical restraint must only be in accordance with the following:

The child should be in immediate danger of harming itself or another person or in danger of seriously damaging property.

The member of staff should have good grounds for believing this.

Only the minimum force necessary to prevent injury or damage should be applied.

Every effort should be made to secure the presence of other staff before applying restraint.

These staff can act as assistants or witnesses.

Once safe, restraint should be relaxed to allow the child to regain self-control.

Restraint should be an act of care and control, not punishment.

Physical restraint should not usually be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.

The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. I am doing this to keep you safe.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

It is advisable for a teacher/teaching assistant to summon help from another adult.

Physical intervention can take several forms. It might involve:

Physical interposing between pupils

Blocking a pupil's path

Holding

Leading a pupil by the hand or arm

Shepherding a pupil away by placing a hand in the centre of the back

Any other forms of restraint are not acceptable, particularly if they may cause injury to the child. Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.

An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment.

Record Keeping

In the event of a serious incident the teacher/teaching assistant must provide a written record for the Headteacher (to be placed on CPOMS). Details must include:

The name(s) of the pupil(s) and where the incident took place

The names of any other staff or pupils that witnessed the incident

The reason that force was necessary – for example, to prevent injury to the pupil, another pupil or member of staff

How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how it was applied and for how long

The pupil response and the outcome of the incident

Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to the property

The written account should be signed, dated and shared with the Headteacher

The Headteacher will take responsibility for informing the parents verbally or in writing of any serious incident. Incidents should be reported by teachers to parents verbally on the day of the incident. If the child is collected by someone different then a phone call should be made to inform the parents.

If, in exceptional circumstances, a child may need to leave the class or go to their 'safe place' for some time out, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The head teacher should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises an alternative strategies explained. Trying to understand why the child felt that they needed to leave the school premises will be central to this process. In addition to trying to solve the cause of the problem, it should be made clear to the child the dangers they are exposing themselves to and how seriously the school views this behaviour.

PROVISION FOR PROFESSIONAL DEVELOPMENT / INSET / SUPPORT FOR STAFF

Provision for Assimilation by all teaching and non-teaching staff will be through:

- INSET/Twilight training on de-escalation (at least every three years)
- Mental health training
- Induction
- Annual revision

This policy will be reviewed regularly but at least every three years

May 2021