

Woodlands Primary School



“Growing together: Inspire to aspire”

Positive Relationships and Behaviour Policy

Status:	Current	
Date Adopted by Governing body:	12.10.22	
Created by Matthew Kitley	September 2022	
Review by FGB	October 2023	Annual

Woodlands Primary School
Positive Relationships and Behaviour Policy

This policy was originally revised / updated after consultation with staff and pupils (the School Council). This involved using two staff meetings where staff worked in groups to discuss key sections of the policy including rewards and a flowchart of sanctions. Pupils on the School Council were consulted and their views helped to inform the final policy. In addition to this we referred to the *'Behaviour for Learning' booklet written by staff from the Wiltshire Primary Behaviour Support Service*.

The behaviour policy is updated annually with the teaching staff at the beginning of each academic year and was most recently presented to the Governing Body for comments and ratification in Term 1 2022 (on 01.09.22).

Context

This version has been edited in line with current thinking and best practice, and references the DfE document: **"Behaviour in Schools: Advice for headteachers and school staff" (July 2022)** At school level, it identifies the need for clearer rules and the case for a trauma-informed policy. It is also an attempt to reframe and catalogue "good" behaviour in terms of a whole school community vision of optimal behaviour and habits, most conducive to enjoyable and effective learning for all, with the benefits of better behaviour enriching everyone's school life.

This renewed policy also consciously values the status of respectful relationships and its centrality to behaviour, and recognises that teaching emotional literacy and social skills develops character and positively impacts behaviour via desirable learning attitudes and aptitudes such as motivation, empathy, self-awareness, managing feelings and perseverance.

Finally, it strives to move away from public "naming and shaming" of pupils by moving up and down behaviour boards to a quieter, more thoughtful approach in which teachers take time to observe and celebrate desired behaviour, enter into meaningful and constructive dialogue with pupils, and invest the class community into familiar routines of high expectations and striving for success as a team.

Vision and Values:

At Woodlands Primary School, our collective vision is to provide every child with the fullest education and life chances they deserve, and to guide our children towards their best possible future. Together, we will continually strive to remove any barriers to success and fear of failure. We will celebrate achievement, progress and effective learning behaviours at every opportunity. We will provide a culture of aspiration and acceptance with children moving onto their next venture with the knowledge, skills and values to set them on the path to achieve their dreams. We will enable our pupils to drive their own futures to realise greater success and to actively shape our diverse community for the better, all working in tandem for the common good.

Our vision and values underpin how we behave towards each other and are central to school life. Through supporting and promoting the attitudes, aptitudes and values necessary for individual children to contribute positively to their own personal development, so the character and health of the whole school culture is impacted positively.

All of our pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

- **Kindness**
- **Respect**
- **Community**
- **Aspiration**
- **Resilience**

Rationale

Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Its correct direction is equally crucial, and should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself, except haphazardly.

(Tom Bennett, DfE, 2017)

We believe that consistency is the key to success with high expectations for all stakeholders. Consistency starts with consistent adult behaviours. Rules, rewards and sanctions must be consistently followed, and adhered to, if they are to make an impact on pupils.

Paul Dix refers to the much repeated Haim Ginott quotation about the conduct of the individual teacher: ***“I have come to a frightening conclusion. I am the decisive element in the classroom”***. He asserts that the adults need to model the behaviour they want to see and that behaviour management is a team sport. ***“To get the behaviour you want there can be no gaps between the adults on what matters.”*** (*When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour, 2017*)

Aims

This policy is designed to actively promote good behaviour and to visibly teach our pupils to invest in its many benefits, rather than to solely deter anti-social, disruptive and unhelpful behaviour.

Our pupils are taught explicitly what good behaviour looks like- and at a deeper level, what it sounds like and feels like.

All of our pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

We aim to ***“reprimand in private”*** (RIP) and ***“praise in public”*** (PIP). (Dix)

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our School Vision and Values to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

Woodlands Primary School is a safe environment where all can teach and learn in a happy and calm atmosphere. All pupils and staff (including volunteers) show **respect** and consideration for others. The school property and the property of those within the school is looked after. Everyone in the school takes **responsibility** for making our school a happy place in which to work.



Purpose

The purpose of this policy is to guide teachers, pupils, parents and other stakeholders on our restorative and relationship-focussed approach to behaviour management. This will allow the pupils at Woodlands to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

It exemplifies our common purpose of helping everyone learn in a nurturing, empathetic and respectful environment.

Consistency of Approach

In implementing this Positive Relationships and Behaviour policy, we acknowledge the need for consistency:

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more

serious behaviours.

- Consistent **expectations** referencing promoting appropriate behaviour.
- Consistent **respect from the adults**: even in the face of disrespectful learners.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught; teachers as role models for learning.
- Consistently reinforced **rituals and routines for behaviour**.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” (Paul Dix)

All staff will:

1. Meet and greet children at key transition points.
2. Refer regularly to being “Ready, Respectful, Responsible”- the behaviours they expect to see and link to our School Values.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use verbal praise and thumbs-ups to recognise pupils who are adhering to the school rules of ready, respectful and responsible
6. Be calm and “give take up time” when going through the behaviour system.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are not adhering to school rules.
9. Develop positive relationships with parents, involving them in their child’s positive and negative choices.

Visible consistency helps everyone to feel physically and emotionally safe.

Practical Steps in Managing and Modifying Negative Behaviour

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does.” (Paul Dix)

Engaging with learning is always the primary aim.

For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should always **praise the behaviour they want to see**.

All learners must be given “take up time” in between steps – allowing pupils the time and space to reset their behaviour.

Learners are held responsible for their behaviour.

Staff in the vast majority of situations will deal with behaviour without delegating.

Examples of 30 second scripts:

Privately where possible, this should be a calm approach using the child’s name, taking place at the child’s level giving eye contact and delivering a clear message before moving away to give take up time:

I noticed you chose to.... (noticed behaviour)

This is a REMINDER that we need to be (Ready, Respectful, Responsible)

You now have the chance to make a better choice

Thank you for listening

Then if necessary:

This is the _____ time I have spoken to you.

Think carefully about your next step.

I know that you can make good choices.

Thank you for listening/I'm glad we had this conversation

Positive Recognition Boards

The teacher will write at the top of the "Recognition Board" the star learning behaviour they are focussing on in that session or day e.g. perseverance; co-operation; encouraging others.

The class will also agree a short reward activity should everyone move/write their name on the board.

There is no material prize for class completion.

Each class chooses a celebration when all names are on theboard e.g. teacher juggles, special celebration dance or song etc.

The STAR approach allows pupils to understand how they can demonstrate the three school rules within theclassroom.

It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.

At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Pupils with SEMH concerns/behavioural difficulties

For some pupils, the sanctions stages detailed below may not be appropriate.

Further upset and emotional harm could be caused.

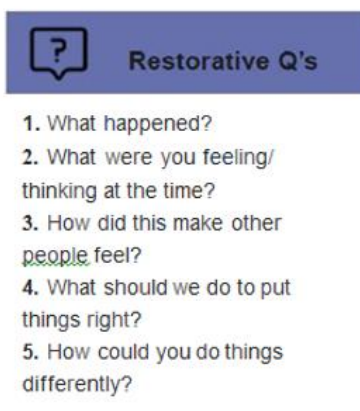
We appreciate that some pupils will require a more sensitive, differentiated or trauma-informed approach.

Regulate (Brainstem)	Relate (Feeling Brain)	Reason (Thinking Brain)
Co-regulator gives time, space & safety Repetitive & rhythmic activity (rocking, throwing & catching, drumming, dancing, reading, swinging) Use large muscles (wall push ups, plank, walking, hockey & puck, obstacle course yoga ball) Environmental support –what does the space offer the child?	Repair& restore connection (I'm here, I care, it's ok to be mad, when you're ready) US vs Problem (we will get through this) Do together Solve problem, not punish	Reflect and learn Remember and articulate Rehearse for next time Solve a problem Learn a new skill –teach explicitly Rehearse

Supporting pupils following a sanction

This should take the form of a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.

For most children, the following could be used as a catalyst for calm and reflective dialogue around their behaviour:



Restorative Q's

1. What happened?
2. What were you feeling/ thinking at the time?
3. How did this make other people feel?
4. What should we do to put things right?
5. How could you do things differently?

Why have a positive behaviour programme?

When a large group of children and adults work together in one building it is realistic to think that there may be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know there are limits to what is acceptable within that framework. The staff of Woodlands School would like children to come to school **ready** to enjoy learning.

The majority of children do but for those who intentionally disrupt lessons or play times, the staff have developed a behaviour programme which reinforces positive behaviour and rejects unacceptable behaviour. This programme requires assistance from pupils, teaching staff and support staff. Parental involvement is actively encouraged.

The school's Positive Behaviour Programme is outlined in this policy.

Action is usually taken first by the class teacher. If further action is needed it may be referred to the Headteacher. If the Headteacher is not available then it can be referred to the Deputy Headteacher / SLT Member for immediate attention. Should behaviour continue to cause concern then it is brought to the attention of the parents.

Part of the Positive Behaviour Programme involves the wearing of school uniform to promote a whole school identity. We encourage parents to provide their child with school uniform so that all children are equal.

School Ethos

We would like everyone in the community to see Woodlands Primary School as a caring school. We are trying to establish an ethos where good relationships exist between adults and children, children and other children and adults and other adults. Showing **respect** for individuals and valuing self and others are high priorities. The development of children's self-esteem is an important part of our curriculum and we try to forge strong links between home and school. As well as providing a balanced curriculum we try to promote independence and **responsibility** in all our children.

Environment

We realise the importance of providing a stimulating environment and we actively promote the care of our school building and grounds. If pupils, staff and parents feel proud of Woodlands Primary School then we are on the way to raising the self-esteem of all involved.

Pastoral care of our children

We recognise the need for developing a good pastoral support system. We try to form good working relationships with all children in our care and we act on information received from parents about their child's home circumstances to build a picture of any underlying problems a child may have. We also enlist the support of visiting services or specialists who have an in depth knowledge in particular areas, such as Educational Psychologist, Behaviour Support Team, the school Nurse, ELSA (Emotional Literacy Support Assistant), Thrive Practitioners (the school is currently developing the Thrive Programme) and school counsellors (Relate). Parents and staff must support each other so that reinforcement of good behaviour patterns take place both in school and out of school. Parents are regularly informed by newsletter about events which are taking place in school. The school has an open door policy and parents can talk briefly to staff before morning school or at the end of the school day. If parents would like to have a longer private meeting with the Headteacher or class teacher then an appointment should be made as soon as possible. Regular parent/teacher appointments are made for parents and teachers to discuss children's progress.

How will we achieve our aims?

Pupils, parents, teachers and support staff should take collective responsibility for promoting positive behaviour at Woodlands Primary School.

Pupils

- Pupils should come to school ready to learn.
- Pupils who display positive behaviour will realise that they are rewarded for this and that their actions benefit the whole school. Eg. Good behaviour around the school is rewarded by awarding CARROTs (Courtesy And Respect Reward Orange Tokens).
- Pupils who disrupt lessons and break times should be aware that their actions are taken seriously. Sanctions will be used (refer to the sanctions section) and their parents will become involved if such behaviour continues.
- Pupils should always show good manners to their fellow pupils and to all adults in our school.
- Pupils should follow the class rules and school rules which all in our school have agreed.

Parents

- Parents should encourage their children to see school in a positive light; should praise their child when he/she receives a positive behaviour reward.

- Parents should realise that if their child behaves unacceptably they will be asked to visit the school so that the child, teacher and parent can discuss together how the behaviour might improve.
- Parents can assist their child by sharing the responsibility with the school staff for their child's behaviour.
- Parents are asked to ensure that their child comes to school on time.
- Parents can support the school by ensuring that their child attends suitably dressed in school uniform.

Class Teachers

- Class teachers will have day-to-day responsibility for classroom organisation and discipline.
- The class rules which guide teachers and pupils will be similar in each class.
- Teachers will establish routines for developing positive behaviour in the classroom and be consistent when issuing reprimands/sanctions.
- Teachers will actively establish positive relationships with pupils and parents.
- Teachers will reward pupils who keep the class and school rules.

Support Staff

This includes: Admin Staff, Teaching Assistants, Mid-Day Supervisory Assistants, Meals Servers and Cleaning Staff.

- Support staff will expect children to be polite and show good manners towards them.
- Support staff will treat children with care, respect and politeness.
- Support staff will have the authority to reward good behaviour and to report unacceptable behaviour.
- All MDSAs will be known by their surnames.
- MDSAs have their own stickers that promote good behaviour at lunch times and MDSAs can report good behaviour to the class teacher.
- Once a term the Lead MDSA can nominate two children for a Headteacher's Award.
- Pupils who repeatedly break lunchtime rules or whose behaviour is disruptive will be sent in and miss the remainder of playtime. The MDSA will talk to the class teacher at the end of the lunch period to explain why the child needed to miss playtime.

Incentives to Promote Positive Behaviour

In order to promote and reinforce our class / school rules we feel it is important to adopt a system which recognises all forms of social and academic achievement.

- All teaching staff, TAs and Admin staff will use the same approach to establish and maintain consistency.
- All adults will respect, encourage and listen to children.
- All adults will ensure that the **child knows that it is the behaviour that is disliked and not him / her.**

Classroom Rules

At the beginning of the academic year each teacher works with the children in their class to decide on the classroom rules. These rules will underpin the School Rules but will be adapted according to the age/needs of each particular year group. To ensure consistency the whole school has decided to use the Read Write Inc. Phonics Behaviour Signals:

- **Silent Stop Signal - When a teacher silently holds a hand in the air pupils should raise their hand in response and stop what they are doing and wait silently.**
- 1. If the teacher holds up one finger – stand up quietly
- 2. If the teacher holds up two fingers – prepare to move silently to where instructed
- 3. If the teacher holds up three fingers – sit down silently ready to work (or line up in silence if the class is preparing to move out of the class for PE / lunch or any other reason.

1, 2, 3 . . . Allows the teacher to give quick instructions to move from one place to another quickly and quietly.

Playground Rules

- Children should not be rough with each other – eg. no play fighting or wrestling games.
- Children should be kind to others.
- Children should be respectful to those who supervise them.
- Stand still on the first whistle and then wait in silence for their class to be called to line up.
- Place any litter in the recycling bin or rubbish bin.

Dining Hall Rules or Lunch in the Classroom Rules

- Children should walk quietly to the dining hall.
- All children sit down quietly after entering the hall and the quietest tables are asked to line up first.
- Children should queue up for their lunch quietly.
- Children should talk quietly to those who are sitting by them.
- Children should be polite to lunch time supervisors and other children – eg. putting their hand up to ask a question and not shouting out to get attention / remembering to say please and thank-you.
- Children should put their hands up to ask to leave the hall / classroom.
- Children should have good manners – we finish what we are eating before we speak.

Corridor and Toilet Rules

- Children should walk at all times.
- Children should not talk when they are using the corridor.
- Toilets should not be used as a play area.

Assembly Rules

- Children should walk into the hall in silence.

Bullying

We are aware that bullying is a major concern for parents and schools. Staff are always looking for signs of bullying in order to take immediate action. Bullying can involve physical aggression, verbal name calling, ignoring and isolating, picking on and making fun of others. The anti-bullying message is reinforced through our Assembly and PSHEE Programme.

- Children are encouraged to tell a responsible adult if they are being bullied verbally or physically.
- Bullying is never ignored – immediate action is taken.
- Children who bully are encouraged to think about how their actions have hurt others.

We are always grateful if parents tell us of any bullying incidents within or outside school. Parents concerns will be dealt with immediately. For more details please refer to the school Anti-Bullying Policy.

Rewards – Whole School

Headteacher's Awards Celebration Assembly – Friday morning (weekly)

Every week the children try to gain a Headteacher's Award. This award is linked to key areas / aspects of the school's curriculum and plays a key part in reinforcing our positive behaviour programme (topics include being kind to others, team work, determination etc and different curriculum subjects). Each class teacher will choose two children from their class and then explain why they deserve the award.

Headteacher

Children can be sent to the Headteacher to show their excellent work, to celebrate improved / excellent behaviour or for doing something special. Children who are continually working very hard / making a great improvement in their work are recognised by a special postcard sent home to their parents (each class teacher will have an allocation of 2-4 postcards per week). Parents are encouraged to praise their child's exceptional efforts.

The CARROT system

CARROT stands for Courtesy and Respect Reward Orange Tokens.

We are very proud of the high standards of behaviour seen on a daily basis at Woodlands and visitors to the school regularly comment on this. In 2017 to reinforce this good behaviour we launched the CARROT system.

CARROTS are given out to reward:

- ☺ Walking quietly around the school and particularly in the main corridor.

- ☺ Excellent behaviour and good manners in the hall at lunchtime.
- ☺ Being polite to adults and other children.
- ☺ Children who are particularly helpful and give up time to help with jobs.
- ☺ Making an excellent contribution in assembly.
- ☺ Excellent behaviour in assembly including entering and leaving the hall.
- ☺ Lining up quietly at break time and lunch time.
- ☺ When visitors comment on a child's excellent behaviour & attitude.
- ☺ Plus other suggestions!

The children post their tokens into the class token containers outside the school hall (similar to the Waitrose green token system). There are three competitions throughout the year (one for each old term).

Team Points

All children in Key Stage 1 and Key Stage 2 are put into a coloured team (blue, green, red and yellow). They will stay in this team throughout their time at Woodlands Primary School. Children are awarded team points. These can be awarded for good work, good behaviour, being kind to others and any other special happening. Team points are recorded on charts in each classroom. At the end of each week the points are counted up for the school by the Year 6 monitors and the winning team are awarded something special in recognition eg. – the house with the most points will win an extra playtime with Mr Kitley on Friday afternoons.

Note – team points should not be taken away as a sanction.

Individual Awards	
Bronze Certificate	50 team points
Silver Certificate	150 team points
Gold Certificate	300 team points
Diamond Certificate	500 team points

Rewards – Class

In KS1 and KS2 all classes use Golden Time as a class reward system. Pupils earn minutes for every morning and afternoon session.

KS1 Golden Time: Pupils earn x2 minutes for good behaviour and effort per session (x2 minutes for am session / x2 minutes for pm session). The minutes are then carried forward to a Golden Time choosing session on Friday afternoon.

KS2 Golden Time: Pupil earn x1 minute for good behaviour and effort per session (x1 minute for am session / x1 minute for pm session). An additional x5 minutes will be awarded per week if all homework activities have been completed. These minutes are then carried forward to a Golden Time choosing session which will take place on the final Friday of every half term.

In addition to this teachers use a variety of reward systems. These can range from non-verbal praise (eg. thumbs up) special stickers, stamps, raffle tickets, worker of the week, star of the day, violinist of the week, earning extra minutes of golden time.

Rewards – Lunchtime Supervisors

Lunchtime supervisors have a range of stickers they can use to recognise good behaviour. Supervisors also ensure that class teachers are aware of children who have behaved very well or done something special at lunchtime. As part of the CARROT system MDSAs are able to nominate children who have made a particularly positive impact during the lunch hour.

Sanctions – After School Clubs

Members of staff give up their free time to run after school clubs. Pupils choose to attend after school activities and the school expects high standards of behaviour. Pupils who misbehave during activities may be banned from the club for a period of time. Any serious misbehaviour (violent conduct, swearing, endangering the health and safety of other pupils / adults) will result in an immediate 1 month ban from all extended schools activities.

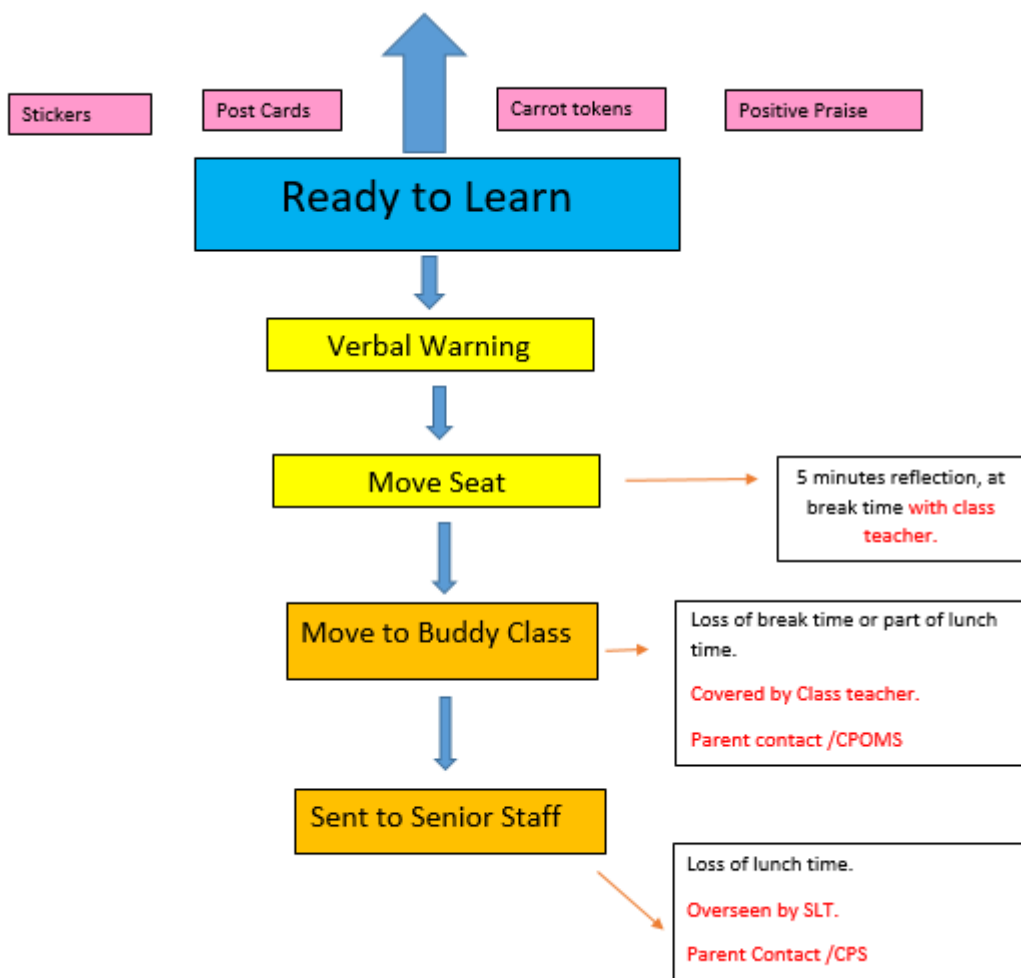
Rewards & Sanctions in Acorn Class (Reception)

Children are rewarded with positive verbal praise, stickers or smiley faces on their behaviour chart if they are on an IBP.

If a child breaks a School Rule or they are rude or hurtful to another person they go on the thinking chair for an appropriate number of minutes.... If they repeat the inappropriate behaviour for a second time repeat the thinking chair / time out. If it happens for a third time they will then miss part of their playtime. Parents can be informed at any stage of these sanctions.

Woodlands Primary School Behaviour Flow Chart – Whole School

All classes will display the Woodlands Primary School Behaviour Flow Chart. Pupils who are working hard and following school rules during lessons will have the opportunity to gain team points and earn Bronze, Silver, Gold and Platinum Certificates. All school staff are encouraged to constantly praise positive behaviour. This ensures that pupils who are consistently behaving well are being rewarded and also serves as a positive reminder of the behaviour expectations for all pupils.



Sanctions – Whole School

If a pupil is regularly displaying challenging behaviour then an Individual Behaviour Action Plan is completed (a flowchart of actions and strategies that will be followed consistently by all staff). This IBAP will be shared with parents and all relevant staff.

Sanctions Flow Chart – All KS1 & KS2 Classes will display this Positive Behaviour Rewards/Sanctions Flowchart (above)

Stage 1 – Y2 & KS2 – Non-verbal warning / Verbal warning

***** Ideally, this should be redirection in the form of gentle encouragement/guidance based on your relationship with that child. It could be a reminder of the rules, delivered privately wherever possible.**

A quiet verbal caution making the pupil aware of their behaviour and clearly outlining the consequences if they continue.

Use the phrase, "Think carefully about your next step."

Give the pupil a final opportunity to engage.

Offer a positive choice to do so and refer to previous examples of good behaviour.

Fail to improve move to Stage 2

Stage 2 – Move seat within the classroom. 5 minute reflection at break time with the class teacher.

Stage 3 – Move to a buddy class. Loss of break time or part of lunch time. (Covered by the class teacher). The parent/guardian will be contacted and the behaviour incident will be recorded on CPOMs.

Fail to improve move to Stage 4

Stage 4 Δ Consider writing a My Support Plan 1 page profile

Y2 & KS2 – Sent to the Headteacher or a member of the SLT if the HT is unavailable. Loss of lunch time; overseen by HT or SLT member. The parent/guardian will be contacted and the behaviour incident will be recorded on CPOMs.

Fail to improve move to Stage 5. (If this is happening on a regular basis then complete a Behaviour/De-escalation Action Plan).

Stage 5

Consider an internal isolation for a am/pm session or for 1 day. Inform HT & SENCO and consider writing an Individual Behaviour Plan / My Support Plan after looking at the GRISS - at this stage /Discuss involvement of the Wiltshire Behaviour Support Service.

An internal exclusion involves a pupil spending a period of time completing their work in a different classroom. This would normally be for a half-day, whole-day or several days depending on the how serious the misbehaviour has been. For example serious bullying could result in an internal exclusion.

Stage 6 Consider fixed term exclusion

Stage 7 – For repeated serious misbehaviour (and no sign of improvement) – Consider Permanent Exclusion

Δ Note for serious misbehaviour it will be necessary to move straight to Stage 5 or even Stage 6/7.

Serious misbehaviour = physical violence (to another adult or pupil), swearing at an adult, refusing to do as told or displaying any behaviour that compromises the health and safety of other children / adults. Any serious misbehaviour in an after school club will lead to the individual being banned for a period of time.

Detention

Lunchtime detentions normally take place for 20 minutes or 40 minutes. Detentions will normally involve Y2-Y6 children. There may be occasions when bad behaviour can lead straight to a lunchtime detention. After any detention a letter will go home to the parent(s) to inform them of the poor behaviour. If needed a meeting will be arranged with the Class Teacher / Headteacher.**

1. Sanctions - The Use of Isolation

(1) We may remove disruptive pupils and place them in an area away from other pupils for a limited period, in what is often referred to as seclusion or isolation. This will normally involve being moved to another classroom for a fixed period of time. This is made clear in this behaviour policy. As with all other disciplinary sanctions, we always act reasonably in all the circumstances when using an internal isolation.

(2) Any use of isolation that prevents a child from leaving a room of their own free will only be considered to ensure the health and safety of the child and other pupils.

(3) We will always ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

(4) It is for the school to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there.

(5) When appropriate a pupil may spend a period of time in a different classroom to their peer group (internal isolation).

(6) We will always ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible.

(7) We will always allow pupils time to eat or use the toilet.

2. Sanctions – Behaviour/conduct of pupils beyond/outside the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the policy, the teacher/school may discipline for any misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity or Travelling to or from school or wearing the school uniform or in some other way identifiable as a pupil at the school.

The teacher/school may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

Could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

3. Use of Reasonable Force

Key points

- Woodlands Primary School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

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 (including injury to themselves).
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, Woodlands Primary School staff will 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. Woodlands Primary 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 force.
- This power applies to any member of staff at the school (2). It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

(2) Section 93, Education and Inspections Act 2006

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.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”³:

³ Section 550ZB(5) of the Education Act 1996

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules. 6

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

Communicating the school’s approach to the use of force

Woodlands Primary School’s guidance on the use of reasonable force acknowledges the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

- Woodlands Primary School does not require parental consent to use force on a student.
- Woodlands Primary School does **not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, Woodlands Primary School will reduce the likelihood of complaints being made when force has been used properly.

Using force

A panel of experts (4) identified that certain restraint techniques present an unacceptable risk when used on children and young people. The techniques in question are:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

(4) Physical Control in Care Medical Panel - 2008

Staff training

- Woodlands Primary Schools makes its own decisions about staff training. The headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so. The Headteacher will ensure that relevant staff have Teach Training to ensure they are able to use reasonable force safely and effectively.
- Woodlands Primary School takes advice from the local authority (Wiltshire County Council) who provide advice and guidance to help schools to develop an appropriate training programme.

Telling parents when force has been used on their child

- It is good practice to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
 - pupil’s behaviour and level of risk presented at the time of the incident;
 - degree of force used;
 - effect on the pupil or member of staff; and
 - the child’s age.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Woodlands Primary School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.
- The Governing body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. Woodlands Primary Schools will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

4. Screening, Searching and Confiscation

INTRODUCTION

Woodlands Primary School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. This is a whole school policy and applies to all pupils. Care and consideration will be given to the age of the child when following the guidance in this policy.

This policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors.

This policy has been written using advice taken from Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Equality Act 2010

SEARCH WITH CONSENT

- School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent.
- It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. They do not need written consent from the child.
- The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction

SEARCH WITHOUT CONSENT

The Head and staff authorised by the Head 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)

There must be an additional witness (also a staff member) present when a pupil is searched.

There is a limited exception to this rule. Staff can carry out a search of a pupil without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

ESTABLISHING GROUNDS FOR A SEARCH

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

In the exceptional circumstances when it is necessary to conduct a search of a pupil in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England.

CONFISCATION

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

When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014

DEALING WITH ELECTRONIC DEVICES (STATUTORY GUIDANCE)

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device: In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school’s Behaviour Policy.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

GUIDANCE FOR CARRYING OUT A SEARCH

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats, shoes, boots, gloves and scarves.
- ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Also note: The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

LOCKERS AND DESKS/TRAYS

Under common law powers, schools are able to search trays and desks for any item provided the pupil agrees.

Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.

If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

USE OF FORCE

Refer to the section on Physical Restraint and Use of Reasonable Force Policy

INFORMING PARENTS

There is no requirement for the school to inform parents before a search.

Parents may be informed as part of the school behaviour policy and procedures.

Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the school.

If a parent makes a complaint, the normal procedures for dealing with a complaint should be followed.

RECORD KEEPING

There is no legal requirement for the school to keep records of searches or confiscation. However as part of our normal procedures any such event will be recorded.

5. Pupil Support Systems

(1) We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

(2) Behaviour tracking is collated by the Headteacher/Safeguarding Team and discussed with the Senior Leadership Team during weekly meetings. If a pattern of poor behaviours begins to emerge, staff will begin a series of interventions.

(3) Parents will be asked to attend a meeting or sent a letter to inform them that we have concerns about their child's behaviour, if we notice that there has been a high number of incidents recorded. The Senior Leadership Team, SENCo or a member of the Pastoral/Safeguarding Team/ELSA will discuss with parents strategies to further support their child's behaviour. These may include:

- Home school books,
- Personalised sticker charts linked to clear targets,
- Individual Education/Behaviour Plans (6 step de-escalation plan),
- Flexible timetabling,
- Support from an external agency,
- Pastoral Support Programmes (ELSA/Relate/Counsellor for the non-counsellor/Family Link Partner),

(4) The school will work closely with the parent/carer to identify the reason for behaviours and to support the pupil in making necessary changes.

6. Liaison with Parents and Other Agencies

(1) Our Pastoral/Safeguarding Team are here to support children and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.

(2) We will provide interventions for pupils whose behaviour is, or potentially could become, a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support. During Senior Leadership Team and Pastoral/SEN/Safeguarding Team meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions.

(3) We will work closely with all staff, governors, outside agencies, pupils and their families.

(4) At Woodands Primary we actively support any individual who is experiencing behavioural difficulties. Our Internal support services and pastoral systems are complemented by additional assistance from services including:

- The school's Family Link Partner,
- Wiltshire Behaviour Support,
- Relate Counselling Service,
- CAMHS- Children's and Adolescent Mental Health Service,
- Local Early Help Teams,
- The school's Educational Psychologist,
- School Health professionals,

(5) Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

7. Staff Development and Support

(1) All staff have access to ongoing CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal. *Eg. Team Teach Training to support positive handling/safe use of restraint.*

(2) Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling.

They are supported by the Pastoral/Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and implementing these.

(3) Staff may request to attend additional behaviour management training should they wish to do so.

8. Malicious Allegations & Pastoral Care for staff accused of misconduct

(1) In the event of a serious breach of school rules, including pupils who are found to have made malicious accusations against school staff immediate action will be taken by a member of the Senior Leadership Team. This may ultimately result in a fixed term exclusion or even permanent exclusion.

(2) Woodlands Primary School will ensure there is pastoral care for staff accused of misconduct.