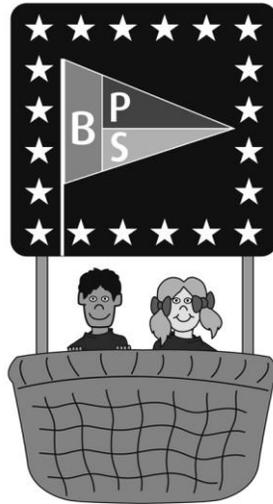


Bowesfield Primary School



Behaviour Policy

Approved by the Governing Body 20.11.17.

Review date: November 2018

The Rights of the Child at Bowesfield Primary School

United Nations Convention on the Rights of the Child (CRC)

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Aims of the Behaviour Policy

To maintain a safe, inclusive and respectful environment in which children feel safe so that they can learn effectively; including learning about relationships and respect for others by:

Promoting high expectations of behaviour

Supporting children in learning to manage their behaviour and making positive behaviour choices

Working with families to promote good behaviour

Promoting consideration and respect for the rights of others

Modelling positive relationships and good manners

Providing stimulating learning opportunities

Rewards and praise for good behaviour

Positive behaviour is reinforced through:

- non-verbal communication (e.g. a smile, a thumbs up)
- verbal praise, which tells the child what they are doing well
- sharing and celebrating work
- stickers
- stamps – which are recorded on a class chart and lead to prizes when a target number is achieved
- prizes given for regular work at home, including reading
- being included in 'Shining Stars' as an individual or class for outstanding behaviour, attitude to learning, work, contribution to school or support for another person

Consequences for inappropriate / unacceptable behaviour

There is a staged approach of consequences for inappropriate behaviour:

Warning	a verbal warning reminding children to choose appropriate behaviour accompanied by a clear explanation of the behaviour which is inappropriate linked to the class charter of rights.
Thinking time	two minutes slightly apart from the group, immediately. This can be used throughout the day, as many times as appropriate, to give the child a chance to reflect on their behaviour and calm down. If successive thinking times are accessed then it may be appropriate to give a time out depending on the age of the child and their individual needs.
Time out	10 minutes at lunchtime for EY and KS1 children 20 minutes at lunchtime for KS2 children For more serious or repeated inappropriate behaviour children can be given a time out immediately

A time out is completed at lunchtime, with the member of the leadership team on duty. Adults discuss with the child the incident and they have the chance to reflect on their behaviour, and discuss what to do instead in a similar situation.

Parents / carers are informed if the behaviour is persistent and / or serious, usually by the class teacher at the end of the day, as the parent collects their child.

HT Time out If there is a serious incident then parents will be informed and a time out is completed with the HT, DHT or leadership team member at any time of the school day.

Fixed term exclusion Only considered in extreme circumstances and if this is necessary to keep others safe.

Special Educational Needs (linked to Provision Map and SEN policy)

If a child's behaviour continues to be a cause for concern their parent / carer will be contacted to attend a meeting with the child's class teacher in the first instance. The meeting focuses on encouraging and rewarding positive behaviour in school, supported by home, with successes recorded on a personal behaviour chart or other strategies suggested.

If a child presents persistent social, emotional and mental health difficulties, which do not improve using the whole school approach; consideration is given to placing them at **SEN support** on the special educational needs register and a Provision Map is put in place, with targets to be met and the support provided noted. This is reviewed each term.

For children presenting challenging behaviour, which could place themselves or others at risk, a risk assessment is completed and communicated to staff and families.

If there is no consistent improvement within a term and the child continues to have social, emotional and mental health difficulties despite having an individual behaviour plan; further advice is sought from appropriate agencies for example the Inclusion Team, Educational Psychologist or CAMHS.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Behaviour 'outside the school gates'

While taking part in any school organised or school related activity e.g. a day or residential visit

Travelling to or from school

Wearing school uniform and identifiable as a pupil of the school

Or behaviour which

Could have repercussions for the orderly running of the school

Poses a threat to another pupil at the school

Could adversely affect the reputation of the school

In response to non-criminal unacceptable behaviour or bullying which happens off the school premises and is witnessed by a staff member or reported to school, an appropriate consequence is put into place, from a thinking time to a HT time out or in extreme cases, fixed term exclusion. Staff can only discipline the pupil on

the school site or elsewhere when the pupil is under the lawful control of the staff member, for example on a school visit.

The Use of Reasonable Force

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff must 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 Section 93, Education and Inspections Act 2006
- This power applies to any member of staff at the school.

When may 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. Reasonable adjustments must be made for disabled children and children with Special Educational Needs.

Reasonable force may be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so if their behaviour puts others at risk or continually disrupts learning;
- 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.

Force will never be used as a punishment – this is always unlawful.

A panel of experts identified that certain restraint techniques presented 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.

Physical Control in Care Medical Panel - 2008

These techniques will not be used in school.

Staff are trained in Team Teach, including de-escalation, to ensure that the use of reasonable force is safe for children and adults.

Once the decision has been made to use physical intervention, the staff member must:

- give clear instructions explaining to the pupil that unless he / she conforms, then physical restraint will be used
- calmly explain to the pupil that staff are unable to let him/her hurt others and that once they have calmed down the restraint will cease
- summon another member of staff, if possible to act as a witness and ensure the safety of both parties. If no other member of staff is available then restraint should only be attempted when staff feel sure of success
- use only the minimum amount of force necessary for the minimum amount of time
- gradually relax the restraint as soon as it is judged safe to do so, allowing the child to regain self control
- reassure the pupil that no harm will follow

If reasonable force has been used, this must be reported to parents at the earliest opportunity either by phone or in person. A record must be made in the ‘Record of Restraint’ book by the end of the school day. A debrief must be completed with the child and adults involved.

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

(please also see Managing allegations against staff policy)

All complaints about the use of force will be thoroughly, speedily and appropriately investigated, including the involvement of the Local Authority Designated Officer.

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 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.

School must consider carefully whether the circumstances of the case warrants 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 should ensure that the teacher has access to a named contact who can provide support.

The Governing Body should 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. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

If a pupil is found to have made a malicious allegation against a member of staff, an appropriate sanction will be applied, taking into account the child's age and level of understanding. Their parent will be made aware of the allegation so that they can support school in improving the child's behaviour.

Screening

At present we do not have screening technology at Bovesfield Primary School.

Searching with consent

Schools' common law powers to search:

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. School is not required to have formal written consent from the pupil for this sort of search – 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 tray and for the pupil to agree.
2. Staff and children are banned from bringing the following items to school: knives or weapons, alcohol, illegal drugs and stolen items.
3. 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.
4. Should a pupil refuse to co-operate with such a search the school will contact parents to discuss the issue.

Searching without consent

What the law says:

What can be searched for?

Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search? Yes, if you are a member of school staff and authorised by the Head Teacher. But:

a. you must be the same sex as the pupil being searched; and

b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. The law also says what must be done with prohibited items which are seized following a search.

Authorising members of staff

At Bowesfield Primary School all members of staff have authorisation to search pupils: if there is an occasion when there are no male members of staff available: the Head Teacher should then be consulted about whether a search goes ahead.

Establishing grounds for a search

1. 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.
2. 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.
3. School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Location of a search

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 or in training settings.

During the search

Extent of the search – clothes, possessions, trays

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 trays and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

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.

Trays and desks

Under common law powers, school is able to search trays and bags for any item provided the pupil agrees.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

Reasonable force may be used by the person conducting the search as defined in this policy

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in 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.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
2. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

- Where a person conducting a search finds **alcohol**, they may retain or dispose of it.
 - Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so –in which case the drugs must be disposed of.
 - Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
 - Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.
 - In determining what is a "good reason" for not delivering **controlled drugs or stolen items** to the police the member of staff must have regard to guidance issued by the Secretary of State, Section 550ZC (6) Education Act 1996 (see paragraphs 1 to 4 below).
 - Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
 - It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.
1. In determining what is a 'good reason', the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
 2. Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
 3. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

4. School can dispose of alcohol as they think appropriate but this does not include returning it to the pupil.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search although it is prudent to do so.
2. School will inform the individual pupil's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
3. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Anti-bullying Statement of intent

At Bowesfield Primary we aim to challenge bullying effectively to improve the safety and happiness of pupils, show that the school cares and make clear to those children who use bullying behaviour that their behaviour is unacceptable.

Pupil support systems and anti-bullying

Pupils at Bowesfield Primary School have the right to speak to any member of staff and ask for support with any aspect of their life at school or at home.

There are at least two adults working with each class; so that children have a choice of who they speak to. Adults maintain good relationships with all pupils that they come into contact with to encourage children to speak out against ill treatment.

Staff are vigilant in their observation of behaviour and codes of conduct emphasise the right of every child to be included and feel safe. Work on the Convention of the Rights of the Child regularly reinforces the rights that children have and the role of adults as duty bearers to ensure these rights are met.

Bullying, harassment and oppressive behaviour in any form is unacceptable and is not tolerated.

Children prioritised these statements to form a school code of conduct after discussion of their rights and the ways that they can demonstrate respect for the rights of others.

Every child has the right to a good education.

Every child has the right to be safe.

Every child has the right to be treated equally and well.

Every child has the right to say what they think in all matters affecting them.

Every child has the right to join in.

Incidents which hurt, frighten or cause distress to another child must be addressed immediately and at least a time out sanction given. If a child or parent refers to the incident as bullying, or staff think that bullying has

taken place, the incident must also be recorded on CPOMS and the parents of the children involved informed.

If discriminatory language has been used during the incident, this is discussed with the perpetrator and the victim, to develop their understanding of why, for example, homophobic or racist language is unacceptable.

Objectives

All pupils, parents / carers, staff and governors have an understanding of what bullying is.

All staff and governors know and understand the school policy and follow it when bullying is reported

All pupils, parents / carers know and understand the school policy and what they should do if bullying arises

Definition of bullying:

“The intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power.”

(Anti-bullying Alliance)

Not all unkind behaviour is bullying.

Bullying can be:

Verbal: name-calling, parodying speech or accent, teasing, making verbal threats, making insulting or offensive remarks, making sarcastic remarks, spreading rumours, whispering behind someone’s back

Physical: punching, kicking, tripping up, pushing, nipping, pulling hair, damaging someone’s belongings

Psychological: blackmailing, taking someone’s friend, leaving someone out, humiliating or embarrassing someone deliberately, graffiti, hiding someone’s things, pulling faces

Cyber: sending nasty or threatening texts, e-mails or telephone calls, hurtful chatroom or website messages

Any form of bullying

How to recognise a bullied pupil

A child may indicate that he or she is being bullied by showing some of the following signs / behaviour.

- Become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative.
- Behave in immature ways, e.g. revert to thumb sucking or tantrums.
- Have sleep or appetite problems.
- Have more difficulty in concentrating.
- Show variation in performance.
- Have cuts, bruises or aches and pains without adequate explanation.
- Request extra money or start stealing.

- Have clothes or possessions which are damaged or lost.
- Complain of illness more frequently.
- Show a marked change in a well-established pattern of behaviour e.g.
- A sudden loss of interest in a previously favoured activity
- Changing times of coming to and going from the house
- A reluctance to (or no longer wishing to) leave the home
- A request to change school, youth club, etc.
- A refusal to return to a place or activity

These signs can also be an indication of other problems and may not always be linked to bullying. Some victims of bullying do not appear to reveal any outward signs.

Procedures for reporting bullying:

Pupils

If you are being bullied, or you see bullying happening to someone else, tell any adult in school. You can ask to see them and talk to them on their own. You can have a friend or an adult from home with you.

If you are not able to talk about it, write a message and put it into the worry box in the entrance hall or the ICT suite. Please put your name on your message.

If you would prefer to tell someone at home, please ask them to come and talk to your teacher, or the Headteacher.

You will be asked to talk about what is happening, when and where it is happening, and who is involved.

The Headteacher will ask you to think about how you want the bullying to be discussed so that it can be sorted out

- for you and the person upsetting you to be talked to separately
- for you and the person upsetting you to be talked to together
- for the class to be talked to about the problem without the people involved being named

Whatever is decided, your parents / carer and the parent / carer of the person upsetting you will be informed. The adults who work with you will also be told, so that they can check that the problem has been sorted out and does not start again. If the problem happens again, keep telling until it stops.

Parents / carers

Listen carefully and calmly to your child. Give them time and space to think and talk rather than asking lots of questions. Make sure they know you take them seriously, that it is not their fault and that you will tell an adult in school what is happening so that it can be sorted out.

Report the problem to your child's teacher or the headteacher so that they can find out more about what has happened and begin to sort the problem out.

We will tell you what we have found out, and what we have done to sort the problem out.

If the problem continues, come back and tell us so that we can take action.

Staff

All adults within school are role models for pupils and must ensure that their behaviour and relationships within school reflect the school aims.

Staff who are victims of bullying are supported in line with the Local Authority Human Resources Anti-bullying policy.

If a bullying problem is reported to you, follow the school procedures below.

Listen to the victim and talk to them about whether they would like the child upsetting them to be spoken to separately or with them present.

Reassure the victim that the bullying is not their fault.

Discuss strategies with the victim that could support them and may prevent the problem happening again

Use sanctions outlined in the school behaviour policy as appropriate

Inform parents / carers of the victim and the other child/ren involved of the action taken. Offer a review meeting with the parents / carers of the victim to check that the problem has been resolved.

Record the incident in the bullying log book, kept in the Headteachers room, including the following details: Date, reported by, victim, other children involved, nature of problem, action taken.

Strategies to prevent and raise awareness of bullying

Playground zoning at lunchtime

Rights Respecting Schools Streeing Group

Adults meet and greet pupils and see children out at the end of sessions

Useful resources:

Anti-bullying Network

Information sheets for young people, parents and school staff as well as information and links to relevant organisations.

www.antibullying.net

Bullying at School

Information for children and young people, advice for sisters, brothers, friends and families, school resources, links and research section, from SCRE (Scottish Centre for Research in Education).

www.scre.ac.uk/bully/

Bullying Online

Sections on advice for parents, pupils, teachers and youth workers, legal advice, school projects, problem page for children and young people, mobile phone bullying, racist bullying, safety in cyberspace, help for bullies, tips, links, sample letters, anti-bullying policies, outside-school issues, advice from a governor, guidelines from National Association of Head Teachers and DfE.

Tel: 020 7378 1446

www.bullying.co.uk

Childline

24-hour helpline for children and young people in the UK. Also teachers' packs, quizzes, stories, information sheets, policy and campaign information.

Tel: 0800 1111

www.childline.org.uk

Don't suffer in silence

DfE site on bullying with sections for pupils, teachers, parents and families; includes case studies, anti-bullying packs for schools, links to other sites.

www.dfes.gov.uk/bullying

Kidscape

Frequently asked questions on bullying for children and young people, information and training for parents and professionals, anti-bullying policies and related guidelines, peer support schemes, publications and links.

Tel: 0845 120 5204

www.kidscape.org.uk

Parentlineplus

Support for anyone parenting a child and for professionals, wide range of topics, training, information for children (7–11) and for young people (11–16), quiz, factsheets, leaflets, other publications, news.

www.parentlineplus.org.uk