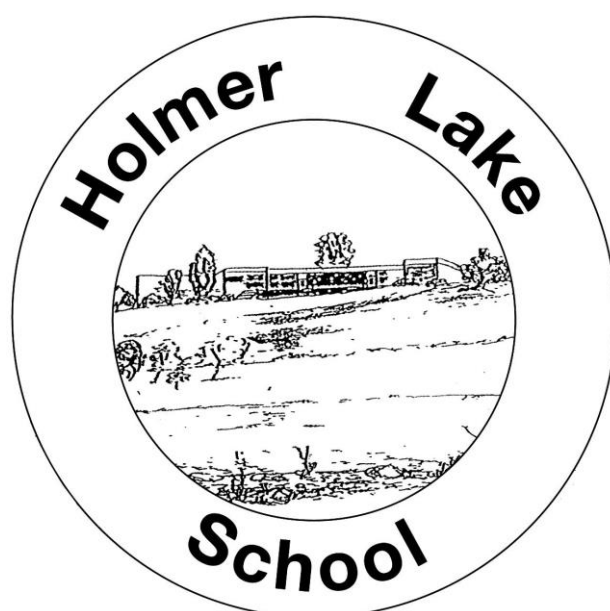


Holmer Lake Primary School

Behaviour for Learning Policy



2017-2018

Introduction

Our Behaviour for Learning Policy is designed to ensure that all young people at Holmer Lake Primary School have the opportunity to **feel safe, learn, achieve** and **be successful**, but we also emphasise the need for every child to respect each other and those who work with them.

This policy is to be used with all children unless an alternative approach has been directed by the SENDCo (Mrs Rachel Gillett). All staff are expected to deal with the behaviour of all pupils.

We believe every child has a responsibility to respect the wider community and promote a positive image of the school.

Through this policy we will:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

This policy should be read in conjunction with our equality, anti-bullying, Safeguarding and Acceptable User for IT.

If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be.

Goethe.

Philosophy

Our philosophy for a safe and happy school is based on the fundamental British values:

- Democracy
- The rule of law
- Individual Liberty
- Mutual respect and tolerance of different faiths and beliefs

Aims of the policy

As a school we want everyone to:

- Feel safe in school
- Be actively involved in learning
- Achieve their full physical, intellectual, emotional and social potential
- Experience and celebrate success

We want all this to happen within an inclusive community where relationships are based on mutual respect.

All members of the school community are expected to contribute positively to the wider community by promoting a positive image of the school through good conduct in and out of school.

School values

- Everyone has a right to feel safe at school. The staff at Holmer Lake are committed to ensuring that every child is protected from harm.
- Everyone is valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious beliefs, gender and gender identity and whatever their sexual identity.
- It is everyone's responsibility to help make our school a happy and safe place where everyone can be a successful learner.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn.
- Everyone is responsible for his/her own behaviour for learning.
- Our expectation is for good behaviour for learning.
- Good behaviour for learning is celebrated and rewarded.
- The education of all children is protected from disruption.
- Parents are informed about the expectations of the school and about the consequences if their child behaves inappropriately.
- We have rules in our school because they provide a code about working and being together.

Behaviour for Learning Organisation

At Holmer Lake Primary School **Everyone** has to follow:

The TOP 5!

Our TOP 5! Are:

- **Showing mutual respect**
- **Understanding the consequences of every decision we make**
- **Showing we are ready to listen to each other**
- **Knowing why we are here and what we should be doing**
- **Everyone is treated the same, every minute of every day**

How The Top 5! Work

All adults in school have a script to follow.

A reminder will be given about what the child should be doing. If this does not happen, the class teacher and/or TA will give a second reminder and meet with the child and a member of the Senior Leadership Team at playtime for a restorative meeting; to discuss the unacceptable behaviour and reinforce expectations.

It is therefore critical that every adult who works with the child forges a good working relationship with them, so that the meetings can be swift and effective.

The impact of the class teacher and/or TA and a senior member of staff managing this meeting will be:

- Allowing every child the opportunity to change their behaviour for the next session
- To ensure that learning time is not wasted managing behaviour
- Empowering the teacher
- A consistent approach to managing behaviour

Routines – Encouraging Good Behaviour for Learning at Holmer Lake Primary School

- At Holmer Lake Primary School we have routines for encouraging good behaviour for learning and also sanctions for inappropriate behaviour. Encouraging good behaviour for learning is the responsibility of everyone in school. This is based on being a **Resilient, Resourceful, Reciprocal and Reflective Learner**
- As with the sanctions for inappropriate behaviour, there is a hierarchy of rewards that we can use to encourage and reinforce appropriate behaviour for learning.

Good news!

- Class Dojos that parents receive an alert to instantly
- Phone calls home
- Talking to parents
- Commendation for learning

- Attendance awards
- Proud token
- Individual class rewards
- Learning Detectives

How adults at Holmer Lake will enable positive behaviour

As a school we believe in promoting positive behaviour for learning.

We will do this by ensuring:

- Good and outstanding teaching
- Regular marking to help every child make progress
- Giving rewards
- Having clear and consistent high expectations
- Ensuring a pleasant, safe and stimulating learning environment
- Offering a wide range of extra-curricular activities
- Having high standards and high expectations
- Encouraging positive relationships

Preparing for School

Our expectation of all pupils is that they will:

- Be punctual
- Be ready to learn with a positive attitude
- Allow all other members of the class to learn and the adults to support learning
- Bring the right P.E. kit, reading book and diary and homework book every day

Attendance

As a minimum we expect every child to have an attendance of 95%

Attendance below **95%** will affect your child's learning, progress and achievement.

Punctuality

Being on time is extremely important. If a child is late it affects their own learning but it also affects the learning of others.

In the classroom

We believe that **everyone** in the classroom has the right to learn and achieve.

We expect every child to:

- Listen, without interrupting
- Follow instructions
- Do their **best** and let others do the same
- Encourage others to do well
- Be polite

- Request help from an adult appropriately

Disruption to lessons is taken very seriously. It is not acceptable under any circumstances. If a child continues to disrupt a lesson then this will result in the child being withdrawn from the class.

Persistent disruption can lead to an internal and/or fixed term exclusion or even permanent exclusion.

Around school

We all want to work in a school which is clean, pleasant, and safe. We expect every child to help by:

- Walking not running to keep safe
- Looking after the building and outside areas
- Respecting displays
- Playing outside in a safe manner which enables all other children to have a happy playtime

Behaviour towards others

At all times in school we expect every child to:

Treat other people with respect, tolerance and consideration

This means:

- Being friendly and showing good manners
- Treating other people the way you would want to be treated
- Respecting other people's beliefs and feelings
- Respecting other people's property and the school environment

As a school we will not accept:

- Refusal of requests by adults
- Dishonesty, including stealing
- Bullying of any kind including name-calling, hurting others, threats and intimidation.

- Racism, homophobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Anything illegal being brought into school, including weapons, drugs or stolen items
- Abusive or foul language toward anyone
- Damage to property, including graffiti

Exclusions

Very serious incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term exclusion. Parents are always notified by letter and expected to attend a re-integration meeting with a senior member of staff following the exclusion.

Incidents involving knives, theft, arson, serious assault, damage to school property could lead to permanent exclusion. In such cases parents are always notified by letter and their right to appeal explained. Such incidents are very uncommon in school. In any of these cases the school may also involve the police.

Continuous disruption to learning may also lead to a permanent exclusion if improvement is not made.

Damage to property

We value and look after our resources at school, therefore Parents/Carers will be required to pay for any damage caused deliberately by a child including damage to books, equipment and to the building itself.

Lunchtimes

At lunchtime we expect every child to abide by all the school rules and it is the role of the lunchtime supervisors to oversee this. The role of staff at lunchtime is to follow the agreed school rules, engage the children in play and make lunchtimes as happy and positive as possible.

If lunchtime behaviour is a risk to others or is constantly disruptive; the child may receive a fixed term exclusion.

Leaving the classroom or school grounds without permission

The law and legal framework concerning missing or runaway children states;

“Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child’s welfare (Children Act 1989 s3 (5)). It is likely to be “reasonable” to inform police, or children’s services departments, and if appropriate, their parents, of the child/young person’s safety and whereabouts.”

If a pupil runs out of a class we will establish where he or she has gone. Teachers will not pursue them but will send a message to the office for adult support. A watchful eye will be kept on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

Additional Courses of Action

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

- Consultation between staff, including the Headteacher and SENCO to look at interventions, including CAF/TAC, Behaviour Support, Adult support, referral to Fair Access Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for an Education, Health and Care Plan.
- A school based plan may be structured to support the child. The child’s parents may be asked to contribute to the plan. This will be a Behaviour Support Plan and will form part of provision management.
- Advice from, or referral to the Behavioural Support Team or other external agencies (e.g. Learning Support Advisory Teacher or Educational Psychologist)
- Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

Assessment and reporting

- Where a child’s behaviour is observed as unacceptable on a daily basis staff will complete a behaviour log which is on a green form and kept in a personal file.
- Following any incident a behaviour incident form will be completed by the member of staff dealing with it. A senior member of staff will oversee all the forms and intervene where necessary.

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (see appendix 1)

Searching and confiscation

The Headteacher, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power 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 used to commit an offence or cause personal injury or damage to property or person (including the pupil). School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline. (see appendix 2)

The member of staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule, where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. As a school without male members of staff permanently on site, the child's parents would be called to provide a male person to be present for the 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.

Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. (see appendix 3 for guidance).

Only members of the Senior Leadership Team are MAPA trained and therefore the only staff authorised to carry out physical intervention. The members of staff are:

- Siân Deane(Headteacher)
- Rachel Gillett(Deputy Headteacher)
- Helen Watson(SLT)

Pastoral care for school staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Resources available in school

- Behaviour strategy sheets personalised for individual children
- Whole class incentive charts
- Gold forms
- House points
- Raffle tickets
- Stickers

Outside Agency Support

- CAMHS
- Behaviour Support Service
- Support from LA
- Family and Education Support Worker
- Admaston Pupil Referral Unit

Further reading and guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advicefor-headteachers-and-school-staff-on-behaviour-and-discipline>

http://www.ico.gov.uk/for_organisations/data_protection.aspx

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/clneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pacecodes/?view=Standard&pubID=810826>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Policy- Document Status			
Date of Policy Creation	January 2006	Named Responsibility	Siân Deane
Date of review completion	August 2017	Named Responsibility	Pupils, Staff, Parents and Governors
Inception of new Policy	5th September 2018	Named Responsibility	Siân Deane
Date of Policy Adoption by Governing Body		13 th September 2018	
Review Date		September 2018	

Appendix 1

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

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

Or, 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.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers on Brookside of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Appendix 2

Searching and confiscation

The Headteacher, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

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. The school does not need 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 and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or 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. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been used to commit an offence or cause personal injury or damage to property or person (including the pupil). (referred to in the legislation as 'prohibited items'),

Can I search?

2. Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff. 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.

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Authorising members of staff

The Headteacher, Deputy Headteacher and two Senior members of Staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to 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.

Location of a search

1. 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.

2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and 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.

Trays - Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

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 (see appendix 3).

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. Staff have a defence to any complaint or other action brought against them. 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 must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- 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.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

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, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

Appendix 3

The use of reasonable force

What is reasonable force?

- (i) 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.
- (ii) 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) 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.
- (v) 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.
- (vi) 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.

2 Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force, however at Holmer Lake Primary School – only members of the Senior Leadership Team have this authority – Siân Deane, Rachel Gillett and Helen Watson.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) 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.
- (iv) 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.**

Using force

Certain restraint techniques present an **unacceptable risk** when used on children and young people. The techniques in question cannot be used and 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.

Staff training

Training is provided for senior staff so that they are able to support staff across the school.

Telling parents when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved. (see sheet below)

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 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.
- Schools must 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 should ensure that the teacher has access to a named contact who can provide support.

- Governing bodies 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.

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.

Sanctions script - with a spark of light

Simple, clear, not negotiable

Safe, secure



Approach – Get in

At every stage, remember these important behaviours which you need to plan for

- Get on their level physically
- Respect students personal space
- Use friendly gestures and body language.
- Use calm tone
- Deal with the behaviour in a discrete way

1st warning

Address the behaviour

“Pupil’s name, I’ve noticed that you are having a problem with...”

Rules – what you expect

“You know what you have been asked to do. You need to...” (Refocus on what has asked)

Refocus with a positive

Refer to a time when the expected behaviour was seen. E.g.

“Yesterday you were able to...”

“In the last maths lesson you were able to...”

“I remember when...”

“...That’s what I need to see.”

Move on – Get out

“I now expect you to... I know you can make better choices. Thank you for listening.”

“I now need to see...”

“I know you will...”

Engage another pupil in a positive conversation and check back once time and space to make a better choice has been given.

2nd Warning

Address the behaviour

“Pupil’s name, I’ve noticed that you are still having a problem with...”

Rules – what you expect

“You know what you have been asked to do. You need to...” (Refocus on what has asked)

Refocus with a positive

Refer to a time when the expected behaviour was seen. E.g.

"Yesterday you were able to..."

"In the last maths lesson you were able to..."

"I remember when..."

"...That's what I need to see."

Move on – Get out

"I now expect you to... I know you can make better choices. Thank you for listening."

"I now need to see..."

"I know you will..."

With the second time you will need to offer a consequence

"I now expect you to...or we will discuss this at playtime/lunchtime. Thank you for listening"

3rd Warning

Address the behaviour

"Pupil's name, you are still having a problem with..."

Rules – what you expect

"You know what you have been asked to do. You now need to leave the classroom to carry on with your work..." (Refocus on what has asked)

Move on – Get out

"I now expect you to go to (CLASS) for 10/20 minutes... I know you can make better choices when you come back. Thank you for listening."

Ensure that the child is accompanied by an adult to the appropriate class with the time card you have selected, appropriate work, all the equipment they need and a white form for being sent out of class.

On return

If the child continues to be disruptive then this is the time when SLT become involved.

For the majority of the children the consistent use of 3 warnings will be enough for the child to know that there will be an ultimate sanction, whenever and wherever they break school rules.

Secondary behaviours

Acknowledge the behaviour and avoid being drawn into an argument

“You may be right. You now need to carry on with...”

“I understand what you are saying. We can discuss it at playtime.”

“I hear what you are saying. We can talk about it later”

“That may be. Now you need to make the right choice”



Other ideas...

Redirect the pupil from what they are doing to what you want them to do - “Remind me what you should you be doing?” ... “Great. Are you managing ok with that?”

Use closed requests – “Thank you for...”

Try the ‘Assumed Close’ – “When you come, please bring...”

Use a genuine complement – “You know, what I like about you is...”

A reasonable option with the onus on the pupil – “When you have...then you can...”

Use silent actions – MIME what you expect a child to do (take hood off, listen, write, put pencil down etc.) From pupil’s point of view this is less aggressive, less like they are being told what to do or singled out. They feel less threatened.

Your ideas



Holmer Lake Primary School

Protocol for a child going missing from school during the school day

- When a child goes missing from school during the school day there should be clear procedures in place to follow up on their whereabouts.
- All staff should be aware of these procedures.
- Ensure that registers are always up to date and that each child's attendance is accurately recorded.
- Police do not normally record or investigate reports of absences that are clearly truanting. Each case will need to be assessed on the known risks and whether the absence is out of character for the child.
- If a child's absence is reported to the police they will be treated as a missing person; it is therefore important that all reasonable efforts to trace a child should be made first.
- Once the absence is discovered the child's parents/carers should be contacted immediately. The nature of the absence should be discussed. If the parents/carers believe that there are risks involved, they should be told to inform the Police on 0300 333 3000 to make a missing person report.
- All missing children should be reported to the police by the end of the school day if not located AND you have been unable to inform their parents/carers.
- If you are not sure if a child should be reported to the police as missing, telephone them for advice
- For children not arriving at school at the beginning of the school day, follow your non school attendance procedures; ensure that you have specific processes in place for children who fall into the high risk/vulnerable category.

When a child is identified as missing during the school day, complete the following checklist (see below)



Name of pupil.....D.O.B.....

Action	✓
Ensure the child is not on the school premises (and that reception staff alert you immediately they receive any information)	
Check with the child's friends when they were last seen. (Establish from friends if the child has a mobile phone and if so attempt to make contact. Send a text message to them).	
Contact the child's parents/carers and advise they should contact the police if they have any concerns	
Contact absent parents (unless they are not allowed contact with the child)	
Contact any emergency contacts from the child's records	
If the child is subject to a Child Protection Plan, or is a Child in Need inform the key social worker or if unavailable the team leader	
If the child is a child "at risk/vulnerable" report immediately to social care and the police (ensure any health concerns are communicated)	
If you are unsure if the child should be reported to the police, have an informal discussion with them. Ask to speak to a Police supervisor on 0300 333 3000	
If the child is still missing by the end of the school day and you have been unable to talk to the parents/carers, report them as missing to the police	
When the child is located, explore reasons for their absconding	

Date checklist completed:.....(Copy to appropriate file)



Name of child:

(Male/Female)

Class:

Search and confiscation Record

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

- 1.
- 2.

Items found

Other agencies involved – please list with name and title

Parents contacted

Date:

Time:

Sanctions/Next steps

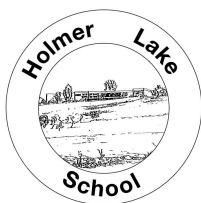
Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation:



Name of child: _____ (Male/Female) Class: _____

Reasonable Force Record

Reason for the use of reasonable force

Names of staff using reasonable force

- 1.
- 2.

Other agencies involved – please list with name and title

Parents contacted

Date:

Time:

Sanctions/Next steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed:

Date:

Designation: