

# ICENI ACADEMY

Part of Connected Learning

## BEHAVIOUR POLICY

### **Inspire, Celebrate, Challenge, Achieve**

Work together to achieve an excellent learning community through inspiration, creativity and challenge.

Be a school where every person knows they are valued, accepted and celebrated as unique individuals.

Be a safe community where children and adults support each other to be best that they can be.

Be kind

Be responsible

Be safe

Be focused

**Latest update March 2017**

Ofsted School Inspection Framework  
Behaviour is deemed to be inadequate if:  
Pupils are disrespectful to peers and adults  
Persistent low level behaviours and disruption contribute to reduced learning.

## Aims

At Iceni Academy we aim to create a caring community in which all individuals feel valued and respected.

We believe that potential can only be fully developed in an environment where children and adults feel valued, respected and safe.

We believe that children work best in a calm, supportive environment where effort is encouraged.

We also believe that it is imperative that all adults working in our school share this aim and provide good role models for the children.

This behaviour policy intends to promote inclusion in school for all pupils and is based on the assumption that the final result is the pupil managing their own behaviour positively.

## Ensuring consistency of behaviour management strategies

This policy is reviewed at least yearly by SLT, Governors and staff and as needed.

A copy of this policy is in every staff member's induction file.

A copy of this policy is on the school website. Older children are given responsibilities matched to their capabilities to facilitate successful outcomes (eg: playleaders, ICT monitors).

All child protection briefings include discussion on the behaviour policy.

This policy is a regular termly agenda item on meetings for teachers, TAs and MDAs.

Comment [V1]: behaviour

Comment [V2]: behaviour

## Strategies

At this school we work to ensure good pupil behaviour and positive attitudes

- By having clear procedures for the children to follow (in and out of the classroom).
- Through the use of rewards and sanctions.
- The School Rules.
- Circle time/class discussion time.
- School Council
- R.E.(Religious Education)/Assemblies.
- Class Code of Conduct
- Clearly understood consequences for unacceptable behaviour .
- Involvement of all staff (teaching and non-teaching).
- A comprehensive PSHE (Personal, social, health education) policy
- The support of outside agencies if appropriate.
- The provision of therapeutic support in school from outside agencies.
- Pupil voice. At Iceni Academy we believe that when pupils are consulted in a policy or project they will have ownership which results in better cooperation and behaviour .
- Implementation of the Every Child Matters agenda where children are involved in fund raising, decision making and their own health and well being.

Comment [V3]: behaviour

## Clear procedures

All school rules are designed to ensure the safety and welfare of the children. These procedural rules are not usually written down but are known by all the children. Some rules are reinforced by the use of signs (e.g. keep left up and down the stairs). New children quickly become familiar with these rules. The children contribute to the formulation of these rules (e.g. rules for the Dining Hall, Class Code of Conduct)

## Rewards and encouragements

We make use of verbal encouragement, stickers and school certificates. We also have a more formal system of recognition through our celebration system.

### Celebration Certificate System

- Celebration certificates are given to children for good work, outstanding behaviour or compassion for others. These are signed and dated by the class teacher and the Headteacher.
- Teachers will give celebration certificates and get them signed by the Headteacher to be given out during Friday's Celebration Assembly.
- The Headteacher will also give out separate awards for children who have surpassed expectations or being generally extraordinary. Children can be nominated for these awards by all staff and other children.

**Comment [V4]:** behaviour

**Comment [V5]:** Friday's

**Comment [V6]:** been

### Reward Time / Great Days

- Reward time is given to all pupils who have had no TOs (time out), PTOs (paired time out) or internal exclusions.
- All classes have the steps clearly displayed – reminder, warning, time out, paired time out.
- Rewards given are as follows: Reward time once a week, Great Day termly.
- Great days; children that have had a full day internal exclusion (violence, abusive or physical behaviour s) or external exclusion will not take part in a Great Day.

**Comment [V7]:** remove space before "time"

**Comment [V8]:** warning,

### House Points

- The school is divided into four houses.
- Each class has representatives from each house.
- Siblings are always allocated the same house.
- Houses are named after colours to link with the school's historical links to being the "Rainbow School". The colours have been decided in a vote by the pupils.
- Full house lists are displayed in the office for reference.
- House points can be collected for good work, sporting achievement, good behaviour, kindness to others or any other reason that adults in school deem appropriate.
- House points will be collected on individual cards in the house colours in the form of stamps.
- All adults in school will have their own stamp.
- Maximum of 3 house points to be given at a time, unless explicitly directed otherwise within a school policy.
- Each card will have spaces for 10 stamps. The children are responsible for their own cards.
- Once the card is full it will be posted in the reception in the house receptacle.
- Children put their name on the card and winners of the most house points will be identified and receive a prize at the end of each term.
- The winning house will win a treat at the end of the summer term.
- Each term the child with the most house points in every house receives a voucher.

**Comment [V9]:** allocated the same house.

### Other rewards

- Teachers positively reinforce good work and attitudes with a variety of strategies. For example, stickers, verbal praise, comments in their next step marking, celebration certificates, nominations for Headteacher awards.
- A celebration assembly takes place weekly.
- Older children are given responsibilities and this is carefully matched so that the child is capable of achieving success. ( eg playleaders, ICT monitors)
- Children are given responsibilities within the classroom.

**Comment [V10]:** strategies. For example:

**Comment [V11]:** Older children are given responsibilities matched to their capabilities to facilitate successful outcomes (eg: playleaders, ICT monitors).

- Good Work assemblies take place weekly where parents are invited in to celebrate good work with their child.
- Invitation to have lunch with the Head teacher at the Star table for excellent lunchtime behaviour.

**Comment [V12]:** behaviour

### The School Rules

Be safe  
Be focused  
Be kind  
Be responsible

### Assessment for Learning

Differentiated activities in lessons combined with an exciting and inclusive curriculum, lead to better behaviour and ensure all children are engaged and achieving.

**Comment [V13]:** lessons, combined with an exciting and inclusive curriculum, lead

### Circle time/class discussion time

All teachers and classes discuss behavioural issues that arise. All have adopted Circle Time as a means to develop this. It is timetabled once a week.

### School Council

This pupil council promotes pupil voice throughout the school and can be used as a forum to discuss behavioural issues and suggest solutions.

**Comment [V14]:** promotes

School Council lead an assembly each half term on their achievements and future plans.

**Comment [V15]:** leads an assembly each half term on its achievements

### RE / Assemblies / British Values

Moral issues and British Values are discussed in the course of RE / PSHE and during Assemblies. There is a planned sequence of themes throughout the school year. Stories are sometimes chosen which relate to incidents that have occurred in school.

### Playground Leaders

Year 6 and Year 5 children take on the role of Playground Leaders. A set of playground rules has been agreed by the school council and is displayed on the playground board and in each classroom.

**Comment [V16]:** School Council

### Class Code of Conduct

At the beginning of each term all classes have an establishment week. During this week each class creates 5 statements that children believe must be adhered to in order for learning to take place.

**Comment [V17]:** creates

Each year group then choose a final 5 statements that will be the Code Of Conduct for their year group for the year. These statements are typed up and a copy given to each child to sign and take home for parents.

The Code of Conduct (CoC) for each year group is displayed in every classroom, dining hall, library, office areas and on the website.

### Time Out System

- The Codes of Conduct form the basis of the timeout system.
- If a pupil breaks one of the class statements they receive a rule reminder and are referred back to the CoC.
- If the behaviour continues they receive a warning which is recorded.
- If behaviour still continues pupil takes 5 minutes Time Out (TO) in the classroom at a dedicated table.
- If the behaviour does not improve the pupil goes for Paired Time Out (PTO) in the paired class for 10 minutes.
- If the pupil refuses to follow the instruction then an adult is called to remove them from the class for the rest of the session.
- Secondary behaviour is ignored if instructions are followed.
- Pupils on TO or PTO are to be marginalized and must not be engaged in conversation.
- If they do not take TO silently then the TO time is increased accordingly.

**Comment [V18]:** behaviour

**Comment [V19]:** behaviour

- Three warnings = 1 TO
- Early steps can be overruled if physical, violent, threatening or abusive behaviour warrants a more serious consequence
- Consequences will relate to behaviour displayed

**Comment [V20]:** warrants a more

#### **Make Up time.**

- For every minute of TO the pupil repeats the time at lunchtime in the exclusion room.
- Therefore a pupil in TO has 5 mins Make Up time.
- A PTO = 15mins Make Up time.
- A removal for an entire session = an internal exclusion and may include loss of lunchtime depending on the severity of the incident
- It is the class teacher's responsibility to make sure the pupils are entered into the class exclusion book.

**Comment [V21]:** depending on the

#### **Make Up Room**

- For any TO the pupil must complete a TO sheet where the pupil must identify their behaviour and how they will amend it in the future.
- A text is sent to inform parents on a daily basis and on Friday a letter is sent to all parents/carers of children who have spent time in the Make up room for that week. The letter references Ofsted criteria for the judging of behaviour for learning.

#### **Record of Warnings**

- Classes keep a record of their own warnings
- An official record book is located in the staffroom and all warnings must be recorded in it for monitoring purposes.

#### **Consistency**

- All adults must follow the steps of the sanctions.
- Children in the Make Up room will be asked if the steps have been followed.
- Pupil on individual behaviour Plans will follow their own criteria for rewards and sanctions

**If a pupil has any TO / PTO / Internal Exclusion / Temporary Exclusion they will not take part in Reward Time.**

#### **Individual behaviour Plans / SEND**

- A child who has identified behaviour issues and has a One Plan or/and behaviour plan might be allocated a time out area at the back of the classroom. The teacher and child discuss where this space will be and an agreed amount of acceptable time for the child to be in this space. Strategies apply to individual child's needs and plans may be applied. The child may have a card or signal to let the teacher know when they are removing themselves. Adults do not interfere or try to talk to the child at this time unless the child specifically requests it.
- Where a child has a behaviour plan which may affect more than their immediate class environment then all staff will be given a copy. These children will have personalised sanctions and specific methods to use when dealing with them. It is up to all staff members to familiarise themselves with these strategies.

**Comment [V22]:** and/or might be better

**Comment [V23]:** P

**Comment [V24]:** Strategies appropriate to the child's individual needs and plans will be applied.

#### **Therapeutic support**

- We currently have a good level of expertise within the staff for general behaviour management techniques. Teachers can ask for support from the Headteacher or Pastoral Lead when in doubt as to how best manage behaviour in class.
- For more complex cases, Tier 2 support is currently offered by a referral to Specialist Teacher or EWMHS. Parents will be consulted and will have to be in agreement to this process.
- Children with emotional and behaviour problems may be referred to EWMHS (Tier 2) if the Headteacher, Pastoral Lead and parents agree that this would be helpful.

**Comment [V25]:** Listed as Tier 2 support in previous paragraph

- Support Group interventions led by staff will be put in place if children identify situations in which they feel unsafe.
- These will follow the guidelines set out by Specialist Teacher recommendations.
- The school retains a Therapeutic Play Counsellor one day a week to work with identified pupils.

### Playground behaviour

#### **Before school and morning break:**

- Teaching Staff are in their classrooms at 8.40 am and children may enter the school from this time until 8.50pm.
- One TA is employed to supervise the playground before breakfast club daily.
- All Teaching Assistants are timetabled to cover either LKS2 or UKS2 breaktime. TAs are responsible for behaviour management in the playground and to ensure that adequate levels of supervision are maintained.
- It is the responsibility of the Teachers to bring the children in from the playground promptly.

**Comment [V26]:** Would a parent know what this means?

**Comment [V27]:** Remove

**Comment [V28]:** ensuring

#### **Mid-day break**

- The Midday Assistants are given guidance and information to help them. Lunchtime sanctions follow the class Codes of Conduct protocol.
- Every lunchtime the senior TA responsible for playleaders and Pastoral Lead will organise the playleaders, nurture room and deal with any incidents between pupils.
- Children whose behaviour is unacceptable are seen by a senior member of staff and will miss some of their free time. Serious incidents are reported to parents and the Headteacher or Pastoral Lead may exclude a child at lunchtime or give appropriate sanctions.

**Comment [V29]:** Lunchtime

**Comment [V30]:** I was told that Jo is no longer doing lunchtime duties – should this be somebody else for the playleaders and nurture room?

#### **Makeup Room.**

- In the Makeup room the child is asked to reflect on their behaviour and work on strategies to change their behaviour in the future.

**Comment [V31]:** up room

#### **Nurture Room**

- All children have access to this room as a quiet and safe place at lunchtime.
- In the event that adults observe a child becoming agitated on the playground they will be advised to attend the nurture room as a strategy for calming down.

#### **Safeguarding / Communication**

- The Midday team has meetings half termly to discuss any issues arising.
- These meetings are also the forum for passing on behaviour plans for individual pupils and ensuring consistency in behaviour management.
- Midday staff have walkie talkies and are able to request assistance from other midday staff. These machines are carried by adults at all times.
- All lunchtime staff wear hi-viz gilets so that they can be visually identified by children and adults

**Comment [V32]:** behaviour

**Comment [V33]:** gilets

**Comment [V34]:** that they can

### Sanctions

1. Use techniques recommended by Specialist Teacher to address minor classroom mis behaviour / disruption ie:
  - Verbal discussion with the child, usually at the end of the session
  - Related consequences (for example tidying up job for a child who will not tidy up)
  - Constant and consistent referral to the Class Code of Conduct.
2. Use the TO / PTO warning system; detailed description previously given.

**Comment [V35]:** the Specialist Teaching Team

**Comment [V36]:** child,

3. Any child whose behaviour is unacceptable (physical aggression, abusive behaviour, rudeness and/ or consistently inappropriate behaviour ) the Pastoral Lead is requested and sanctions the child as appropriate. The child may receive an automatic internal exclusion or lunchtime exclusion regardless of any warnings.
4. Internal Exclusion: a consequence for violent or unsafe behaviour . Parents/carers will receive a letter explaining the reasons for the internal exclusion. The parents have the opportunity to ring the Pastoral Lead to discuss any queries or concerns they may have. This exclusion is an opportunity for reflection and to catch up on learning which has not been completed in the classroom.
5. In the case of persistently poor behaviour the parent and child will be called in for a meeting with the Pastoral Lead and Class Teacher to discuss concerns and strategies.
6. The Pastoral Lead will keep a dated record of all incidents.
7. Behaviour forms are completed by adults involved in any incidents and these are kept by the Headteacher and Pastoral Lead. Behaviour forms are available throughout the school.
8. Any children who are verbally abusive to staff or display physical violence in the playground spend the following lunchtime in our exclusion room or may be internally excluded. In serious circumstances external exclusions may apply.

**Comment [V37]:** abusive behaviour

**Comment [V38]:** and/or

**Comment [V39]:** consistently

**Comment [V40]:** behaviour

**Comment [V41]:** . The

**Fixed Term Exclusions** – These are enforced for serious verbal abuse or physical assaults and other incidents that warrant a more serious consequence. Fixed term exclusions are issued for a set period of time according to the seriousness of the incident and takes into consideration of any previous recorded behaviour and exclusions.

**Comment [V44]:** a more

**Comment [V45]:** the seriousness

**Comment [V46]:** the incident

**Permanent exclusion** (used very exceptionally) – this is only used after serious verbal abuse or physical assaults or when there has been a continued set of fixed term exclusions which have not resulted in a change of behaviour from the child. The Headteacher will only implement a permanent exclusion if it is their professional judgement that a child's behaviour has caused unacceptable levels of distress to other children or staff, or is unacceptably disruptive. The Chairman of Governors will be kept fully informed and the Discipline Committee of Governors consulted as appropriate

**Comment [V47]:** any previous recorded behaviour and/or exclusions are taken into consideration.

**Comment [V48]:** after serious verbal abuse or physical assault

**Physical or Direct Verbal Abuse**

Any child who exhibits direct physical or verbal abuse to another child or adult needs to be reported to the Pastoral Lead or senior staff member without any further discussions (warnings etc.) The Pastoral Lead should be sent for to collect and remove the child immediately. – see page 7 no.3

**Comment [V49]:** toward

**Comment [V50]:** etc).

**Comment [V51]:** The

**Next Steps**

Behaviour is monitored half termly, the data is collated and evaluated and from this data next steps are implemented. Children that have more than one occasion in internal exclusion per half term will be placed on a positive report card or traffic light card. Children can be placed on a behaviour report anytime during the term. Children that have had a Positive Report/Traffic Light card are rewarded with a 'hot chocolate Friday' always children are included in this reward too, behaviour is discussed during this session. Identified children will be placed on a lunchtime program which looks at and evaluates reasons for consistent behaviour. Children are supported to identify triggers and solutions using smart thinking and CBT strategies.

**Comment [V52]:** half-termly.

**Comment [V53]:** The

**Comment [V54]:** and used to implement appropriate next steps.

**Comment [V55]:** been internally excluded on more than one occasion

**Comment [V56]:** not previously capitalised.....

**Comment [V57]:** 'Hot Chocolate Friday' (see below)

**Comment [V58]:** 'always children' (children who are always well-behaved)

**Comment [V59]:** consistently poor

**Comment [V60]:**

**Comment [V61R60]:** doesn't make sense – should it be "This program helps children to identify triggers causing bad behaviour and enables them to use strategies (such as Smarth Thinking and CBT strategies) to avoid resorting to bad behaviour."

**TRAFFIC LIGHT CARD**

- Children take responsibility for their daily behaviour card.
- The child decides if their behaviour has been good, okay or needs improving.
- They then show this by using a traffic light system on their card.
- Green = good session Orange= okay Red= requires improvement
- Friday afternoon there is a reward 'hot chocolate Friday' where the children are given hot chocolate, biscuits and marshmallows if they've had a good week.

- Teachers and staff do have to confirm that the child has completed the card correctly and not filled it in untruthfully.
- The child takes the card home this will encourage positive attitude and behaviour . Parents/carers sign and return it to school to enable us to monitor progress.
- Children have previously said this has helped them improve their behaviour and to stay on track.

**Comment [V62]:** Should possibly be part of the previous bullet point?

### POSITIVE REPORT CARD

- Staff award a child by circling 1, 2 or 3 and also initial the card.
- If children are not awarded any time towards their lunch per session this will be circled 'none' and initialed.
- During the morning sessions each number is worth 5 minutes of lunchtime. During the afternoon sessions each number is worth 2 ½ minutes.
- Breakfast Club, Break time and Lunchtime behaviour is recorded as either Red or Green. If a child receives a Red for any of these sessions, this will result in an automatic Lunchtime Exclusion.
- In order for children to earn their whole lunchtime each day they must receive a 3 for each session prior to their lunch. This is an opportunity to earn up to 45 minutes. Every afternoon and next day morning sessions will connect.
- If a child is given a reminder in a session they can still score a 3 on the chart.
- If a child is given a warning in a session the highest they can achieve is a 2.
- If a child is given a Time out in a session the highest they can achieve is a 1.
- If a child has been given a time out in a week they will not have any reward during whole school reward time.
- Positive reports are to go home every evening for Parents to sign and must be returned each morning.
- If a report is misplaced or forgotten, any time earned will be lost and time earned will begin from the issue of a new report.

**Comment [V63]:** or 'none'

**Comment [V64]:** initial the card.

**Comment [V65]:** 'none'

**Comment [V66]:** time lost at lunch. During

**Comment [V67]:** time lost at lunch

**Comment [V68]:** break time [ not capitalised elsewhere]

**Comment [V69]:** lunchtime

**Comment [V70]:**

**Comment [V71R70]:** Afternoon sessions are joined with the following morning's sessions.

**Comment [V72]:** Out

**Comment [V73]:** Time Out

**Comment [V74]:** forgotten,

### Ofsted Criteria

Personal development, behaviour and welfare are likely to be inadequate if any of the following applies:

- Pupil's lack of engagement, persistent, low level and/or high-level wilful, disruption, contributes to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work
- Incidents of bullying or prejudiced and discriminatory behaviour ,both direct and indirect, are frequent.

### Behaviour Management Strategies

- All staff must have high expectations of all the children and a low level of acceptance, particularly where poor attitude or behaviour is concerned.  
Code of conduct must be used when addressing behaviour .
- If a child is timed a child out, it is the teachers responsibility to ensure that the child attends the make-up room (as some children may not arrive for make-up time).
- The whole class must be seen CLEARLY so any inappropriate behaviour can be dealt with quickly especially when working with small groups. Similarly frequent praise can be offered for 'on task' behaviour .
- Children who are known to display inappropriate behaviour are to be seated at the end of the line in assembly this means they can be easily removed if necessary. Ensure they are away from children who will distract/be distracted by them.
- Any children who have received a warning in lessons, must be recorded on the 'warning sheet' (in the staffroom) on the day it is given. This also needs to be recorded in the class, where the code of conduct referred to is also logged. Similarly, if children have improved their behaviour , please let JS/LC know.

**Comment [V75]:** has been given a Time Out

**Comment [V76]:** teacher's

**Comment [V77]:** quickly,

**Comment [V78]:** Similarly, [although this doesn't seem similar]

**Comment [V79]:** assembly in order that they may be

**Comment [V80]:** Make new bullet point? - "Ensure that children prone to poor behaviour are not seated near children who are prone to distract/be distracted by poor behaviour."

**Comment [V81]:** Remove comma

**Comment [V82]:** the warning

**Comment [V83]:** will non-staff members understand this?



- Children are expected to behave appropriately around the school during transition times.
- Expect an appropriate response from the child. A shrug is unacceptable and children should be encouraged to speak in response instead.
- Any children dominating others or causing large numbers of children problems must be addressed. Do not allow this to continue unchallenged. This can often be children who are popular with staff so conduct a secret poll to see if (in their opinion) any children hold 'power' over others, then conduct a PSHE lesson (or circle time) about equal rights!
- Where possible de-escalate behaviour by using informal strategies ie clapping of hands awaiting an identical response from all children and staff or a simple direct phrase taught to the pupils so that they know this means 'quiet now while I speak', wait while the pupils respond and wait and wait quietly rewarding those who do respond using the reward system. Finally mention those who are not attending. Catch pupils being good' in a way appropriate to their age and sophistication/street cred. E.g. quiet comments, giving house points for those following routines and expectations as you go along.

**Comment [V84]:** Children should respond appropriately to correction.

**Comment [V85]:** Such behaviour will not be allowed to

**Comment [V86]:** Children who are popular with staff may behave in this way so it can be helpful to

**Comment [V87]:** children's

**Comment [V88]:** others. A PSHE lesson (or circle time) can then be conducted to promote

**Comment [V89]:** behaviour

**Comment [V90]:** . eg:

**Comment [V91]:** staff;

**Comment [V92]:** . followed by waiting for pupil response and

**Comment [V93]:** 'being good'

**Comment [V94]:** ? is this necessary ?

**Comment [V95]:** (eg:

**Comment [V96]:** etc).

## Restraint and manual handling

### Use of restraint

#### Physical restraint of any pupil can only be carried out within the guidelines of the school policy on restraint of pupils.

- Restraint is only ever to be used as a last resort and can only be undertaken by a member of senior staff if it is perceived another child is in danger of harm. Untrained staff may cause serious injury to a child or themselves if they try to restrain an angry or violent pupil and will have to assess themselves whether it is appropriate to do so.
- Restraint is a process that once started can lead to an unpredictable chain of events which may cause further anxiety, distress and could lead to an assault – to the child or adult restraining.
- Trained staff should never restrain a child without another adult being present and should use all other strategies to avoid its use.
- In lieu of restraint staff must:
- Exit their class from a potentially violent situation
- Allow the angry child an escape route
- Request the intervention of the Headteacher or Pastoral Lead
- De-escalation strategies to be used and staff will do everything to avoid restraint.
- In the event of a physical fight adults should shout at the pupils to stop and move away from each other. If they do not adhere to the instruction the adult must wait for a senior member of staff to be called to deal with the incident.
- If a child has a medical One Plan and requires manual handling then dedicated and named members of staff will attend the appropriate training and will be solely responsible for any manual handling. A parent or guardian must sign permission for the school to carry out manual handling.

**NB** Restraining pupils could lead to a charge of child abuse from the child, parents or other members of staff – correct restraint technique, immediate reporting to the Headteacher and the availability of other adult witnesses are all vital in making sure that staff are safeguarded at all times should they need to undertake a physical restraint upon a pupil.

**Comment [V97]:** this negates the previous bullet point so should probably be removed or added as an addendum / explanation to the previous bullet point

**Comment [V98]:** and

**Comment [V99]:** to either

**Comment [V100]:** its

**Comment [V101]:** Make new paragraph – "In lieu of restraint staff must:

**Comment [V102]:** Remove the rest of the class from the potentially violent situation;

**Comment [V103]:** route;

**Comment [V104]:** Lead;

**Comment [V105]:** avoid

**Comment [V106]:** Use all possible de-escalation strategies to avoid restraint;

**Comment [V107]:** NB:

**Comment [V108]:** physically restrain

### Physical Contact With Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- holding the hand of the pupil
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use equipment
- to demonstrate techniques
- to give first aid

### Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort.

Comment [V109]: Headteacher

Comment [V110]: charge of or

The school does not encourage the use of force and it will be used rarely. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member in charge at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded in a bound, page-numbered significant incident book by staff involved as soon as possible after the incident and copies will be given to the class teacher and headteacher. Parents will be informed of the incident although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Comment [V111]: Headteacher

#### Leaving the school grounds.

- In the event of a child deciding to climb the fence and leave the school grounds staff will not try to restrain them.
- Parents will be informed immediately and the police will be called if the child does not return to the school premises.
- Staff will not chase children. The consequences of the child's actions will be clearly explained where possible with the opportunity to change their decision.

Comment [V112]: to

Comment [V113]: to encourage them

#### behaviour of adult visitors

- All visitors to the school are expected to follow the same guidelines for acceptable behaviour as the children. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated.
- Should such behaviour occur the adult will be asked to leave the premises in order to regain their good mood. Further action may take place depending on the nature of the incident. It will be up to the Headteacher in consultation with the Chair of Governors who will decide which course of action will be followed. These actions could include
  - A letter of expectation
  - A formal minuted meeting with the Headteacher
  - A formal minuted meeting with the Headteacher and the Chair of Governors
  - Time limited ban from the school premises
  - A report to the police

Comment [V114]: staff,

Comment [V115]: community,

Comment [V116]: occur,

Comment [V117]: Headteacher,

Comment [V118]: Governors,

Comment [V119]: to

Comment [V120]: include:

Comment [V121]: expectation;

Comment [V122]: formal,

Comment [V123]: Headteacher;

Comment [V124]: formal,

Comment [V125]: Governors;

Comment [V126]: Time-limited

Comment [V127]: premises;

Comment [V128]: police.

Comment [V129]: Governing Body.

Comment [V130]: Internal Exclusion

Comment [V131]: class and a child must be sent to Paired Time Out,

The last two options are final measures and would only take place after a full and thorough investigation or repeated incidents of threatening or violent behaviour. These decisions would be made by the Headteacher after discussion with representatives of the governing body.

#### Miscellaneous

- Only one consequence is to be given for each incident with the exception of internal exclusion.
- In the case where a teacher is without an extra adult in the class a red triangle should be sent to the Learning Mentor so that they can remove the child to the PTO classroom.
- The Code of Practice will be used to identify and support children with behaviour difficulties through behaviour modification programmes. Outside agencies (e.g. Educational Psychologist, Specialist Teacher) will be used as appropriate.

Comment [V132]: programmes

Comment [V133]: Teacher)

#### Screening, Searching and Confiscation

The guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers,

Comment [V134]: Capitalise all words

Comment [V135]: . For instance -

fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the headteacher, or a staff member who has been authorised by the headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.

Comment [V136]: Should be in commas, brackets or dashes

Comment [V137]: items

Comment [V138]: Headteacher

Comment [V139]: Headteacher

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

Comment [V140]: the Headteacher

Comment [V141]: believes

Comment [V142]: so

Comment [V143]: No walk-through or hand-held metal detectors are used in school to screen pupils or adults.

Within the school, we do not use any walk-through or hand-held metal detector to screen pupils or adults.

### Weapons

- In the event of children bringing weapons into school the Headteacher will follow the guidelines laid down by the DfE behaviour and Discipline in Schools. A copy of this guidance is available online from the DfE website.
- The Headteacher must take particular care that:  
"A punishment must be proportionate". Section 91 of the education and Inspections Act 2006
- If a weapon is used to threaten or intimidate other people then the police will be contacted automatically and the pupil will be excluded.
- Weapons must be confiscated immediately by a senior member of staff, parents will be called and a report made to the police.
- In all instances concerning weapons a full report will be made to the Chair of Governors and Governor with responsibility for Health and Safety.
- **Power to search without consent** for "prohibited items" including: any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- The legislation sets out what must be done with prohibited items found as a result of a search.  
**Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.**

Comment [V144]: -

Comment [V145]: Education

Comment [V146]: 2006.

Comment [V147]:

Comment [V148/147]: . Parents

Comment [V149]: .

### Bullying

In the event of behaviour which is seen as bullying the school will immediately refer to, and follow the Iceni Academy Anti-Bullying Policy.

### Unacceptable behaviour outside of school premises.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances" to such an extent as is reasonable"

Comment [V150]: "

In the event that the school is made aware of any non-criminal bad behaviour and bullying which has occurred outside of the school premises then the school will conduct a rigorous investigation and following the guidelines set out in this policy

Comment [V151]: premises, the

Comment [V152]: delete

Comment [V153]: policy.

Comment [V154]: Action

The school may take appropriate actions where the pupil 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.

Comment [V155]: ; or

Comment [V156]: ; or

Comment [V157]: ; or

The school may also take appropriate action regarding mis- behaviour 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.

Comment [V158]: unnecessary

Comment [V159]: at any time regarding

Comment [V160]: delete

Comment [V161]: if that behaviour

Comment [V162]: ; or

Comment [V163]: ; or

### **Allegations Against Staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (an Allegation Against Staff Policy is available).

### **Race Equality and Equal Opportunities**

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. We are committed to tackling discrimination of any kind. Derogatory or discriminatory language or behaviour s will be challenged. Any incidents of a racist nature will be dealt with in line with our school policies and parents/carers will always be informed if their child has been involved in a racist incident.

### **Monitoring and Evaluating**

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; formal data such as the number of pupils receiving sanctions; number of individual behaviour plans in place and through specific monitoring by staff and governors.

### **Complaints**

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from the school office and also on the school website.

### **Relationship With Other School Policies**

This policy must be read in conjunction with the school's Teaching and Learning, Absence and Attendance, Anti-Bullying, Complaints, Safeguarding Children Equal Opportunities, E-safety, Exclusions, Inclusions , Medication, Race Equality and SEND Policies, as well as the Home-School Agreement.

Signed by \_\_\_\_\_ Chair of **governors** Date \_\_\_\_\_  
\_\_\_\_\_ Headteacher Date \_\_\_\_\_

Comment [V164]: Governors

This policy will be reviewed annually and will be publicised in writing to all staff, parents, pupils and governors. It will be available from the school office as well as through the school's website.

### **Supporting Documents**

As well as the policies and documents referred to within this policy, the following documents have been used in order to provide compulsory and legal guidelines for managing behaviour in school.

- behaviour and Discipline in Schools. Advice for head teachers and school staff. January 2016
- The Education Act 2011
- Education and Inspections Act 2006
- Use of Reasonable Force. Advice for headteachers, staff and governing bodies. July 2013 (available at
- Screening, Searching and Confiscation. February 2014
- The Equality Act 2010
- *behaviour and Discipline in Schools: A Guide for Headteachers and School Staff* (DfE, 2016).