

# The James Oglethorpe Primary School



## Behaviour Policy

<b>Policy Review Date</b>	September 2023
<b>Date of next Review</b>	September 2024
<b>Approved by Governing body Sept 2023</b>	<b>Signed: H Durrant</b>

# **The James Oglethorpe Primary School - Behaviour Policy**

## **Behaviour Principles**

At The James Oglethorpe Primary School we believe that good behaviour in all aspects of school life and a clear and consistent approach to the management of pupil behaviour is essential to enable effective teaching and learning to take place.

We seek to create a caring learning environment, focusing on providing encouragement and rewarding good behaviour in order to develop a climate of consideration and respect for others rather than merely deterring poor or anti-social behaviour in the short term.

The promotion of good behaviour is the collective responsibility of the whole staff, working in partnership with pupils and parents, led by the senior leadership team, with the full support of the Governing Body. Every adult who works in school is expected to reinforce high standards of behaviour. If a member of staff feels that it is not appropriate for them to discipline a child they are advised to report any unacceptable behaviour, in a calm and accurate manner, promptly to a senior member of staff so that action can be taken.

This is how we establish conditions for learning with positive relationships and secure routines in our school:

- Positive relations - Blending warmth, kindness and assertiveness
- Establishing your expectations - Setting and maintaining high expectations
- Signal, pause, insist - Gaining focused attention on a signal
- Positive framing - Creating a positive atmosphere through affirmative language
- rehearse routines - Designing, rehearsing and reinforcing common class routines
- Choice and consequences - Using choices and consequences systems for excellent behaviour

The Values of our school - Aspiration, Identity and Integrity - underpin all that we do. We explain integrity to the children as 'doing the right thing even when no one is watching'. We encourage them to try their best to make the right choices as it's the right thing to do as a good citizen. When we make mistakes, as we all do, then it is about taking responsibility for our actions and learning from our mistakes so that we do things differently next time. This is how we prepare our children for their life beyond our school.

## **Aims**

- To ensure all members of the school community can learn and play together in a safe, happy and secure environment
- To teach the values and attitudes as well as knowledge and skills needed to ensure that children behave appropriately, develop self-discipline and become positive, responsible and independent members of the community.
- To reward good behaviour and resulting good work providing encouragement and motivation to all pupils.
- To treat all children fairly and apply rules in a consistent way providing the necessary support for pupils who are learning English or have special needs.
- To provide parents with regular updates about their child's behaviour and to provide where necessary the support needed to ensure behaviour improves.

## **The Assertive Discipline Approach**

Our rules are positive in nature and few in number. These rules, rewards and sanctions are regularly discussed with pupils and parents are made aware at the Welcome to the new year meetings in September. They are also clearly displayed in all teaching areas, at child eye level, and referred to on a regular basis.

Children are strongly encouraged to report any incidents of poor behaviour or bullying that takes place either at school or in the community, immediately to a member of staff.

## **School Rules**

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1. We listen and follow instructions.
2. We keep our hands, feet and objects to ourselves.
3. We speak politely and with respect.
4. We take care of our own, our school and other people's property.
5. We try our best in everything that we do.

### **Rewards**

We can create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves. The following rewards are available for use by all staff:

- Verbal praise
- Gold and silver awards
- Head Teacher Award
- House Points
- Reading at home 5 times a week
- Attendance
- Lunchtime Stars
- Whole Class Awards are also available, whereby a class certificate will be organised and presented during assembly.

### **Gold and silver awards**

Stickers will be given to children if they achieve gold or silver each day. Golden tickets will be added to a google sheet document each day by the class teacher and then winners from each phase will be selected in the weekly celebration assembly. All winners will receive tea with SLT on a Friday afternoon. Awards are then given for children throughout the year who are consistently achieving golden tickets

### **Headteacher Award.**

At the end of the week 2 pupils per class are chosen by the class teacher and are awarded a Head Teacher Award which is presented in the celebration assembly. These pupils have gone over and above in regards to their behaviour or achievements in class that week and their achievements need to link with the schools 3 values of aspiration, integrity or identity. Certificates and stickers are given to the pupils.

### **House points**

These are announced weekly in celebration assembly and are collected by House Captains every Thursday lunchtime. Every term the pupils from the winning house are presented with the House Cup and receive an extra 15 minutes break in the afternoon supervised by SLT and are given a treat. House points can be used for behaviour in the classroom and acts of citizenship. At the end of every day anyone on silver or gold are awarded 2 or 3 house points. House points are also awarded as part of the inter-house competitions which are run every half term.

### **Reading at home**

Pupils who read at home 5 or more times in a week are then put forward into the Reading Wheel. Winners are chosen during the weekly assembly to attend Tea with the SLT on a Friday afternoon. Awards are then given for children throughout the year who are consistently reading 5 times a week.

### **Lunchtime Stars**

These awards are used by the Midday Assistants and are awarded to pupils at lunchtime for good behaviour. At the end of every half term one child is awarded a prize from each class for the highest amount of star slips and awarded a prize in celebration assembly.

### **Breakfast Club Stars**

Every term 2 pupils who regularly attend breakfast club are awarded for their behaviour.

### **Attendance**

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At the end of every term if the pupils have achieved 96%+ attendance then they receive a special mention in assembly. One winner is also randomly chosen from each class who will attend Tea with SLT for that week.

### **Sanctions - 'Go for Gold'**

'Go for Gold' is to be used in lesson time and break time only. At the start of every day all pupils start on green and can move from the different zones throughout the day depending upon their behaviour relating to the 5 school rules.

Throughout the day if pupils fail to follow the rules then they are reminded of the correct behaviour, moved to yellow and then to red if it continues. Pupils should always be given the opportunity to return to green once they are on yellow if the behaviour warrants it.

There are certain behaviours that are straight red behaviours in the classroom. Once the child reaches red then they accept their sanction and then can earn their way back to green. (See table below for clarification).

At the end of every day the names on silver or gold are awarded house points and a gold or silver sticker to take home to parents that day.

GO FOR GOLD IS USED AT BREAKTIMES BUT NOT LUNCHTIMES where a separate reward and sanction system is in place.

NAMES WHO COME OFF OF GREEN ZONE ARE NOT PUBLICLY DISPLAYED BUT ARE KEPT ON TEACHERS DESK AS A REMINDER

### **Restorative Approach**

The school uses a restorative approach and guidelines for staff dealing with behaviour incidences between pupils are at the end of the policy. It is imperative that all information is gathered before judgements are made and possible sanctions and actions implemented. It is also imperative that all parties are kept informed.

### **'Go for Gold' Behaviour System**

<b>Zone</b>	<b>Action</b>	<b>Rewards/ Consequences</b>
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Gold Zone	<p>Golden behaviours include consistently demonstrating:</p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Excellent attitude to learning</li> <li>• Respectful of others</li> <li>• Impeccable conduct</li> <li>• Resilience/ Determination</li> <li>• Growth Mindset</li> </ul>	<p>3 house points and a gold sticker to take home. Gold should not be given for normal expectations, e.g. sitting nicely or putting hands up. It should through silver to gold.</p> <p>Indicate with number of golds awarded in week Prize for bronze silver and gold each term</p>
Silver Zone	Elements of golden behaviours (see above)	<p>2 house points and a silver sticker to take home Silver should not be given for normal expectations, e.g. sitting nicely or putting hands up.</p>
Green Zone	This is the expected behaviour of all pupils.	
Reminder	Failure to follow any of the school rules after a warning has been issued.	<p>Pupils are reminded to make the 'right choice' to stay on green. The school rule being broken is referred to. Staff will use consistent language (see attached). Ensure expectations of behaviour are stated again and you use positive framing for what you want to see. Privately explain to child their name has moved from green to white now and a correction of behaviour needs to happen. Could give child a message to take to the office/ another class to give them space and chance to reset.</p>
Yellow Zone	Failure to follow any of the school rules after the white reminder has been given.	<p>Reflection time (up to 5 minutes) in a corner of the classroom or sat outside. Reflection questions (see attached) on display in the reflection corner to prompt the child's thinking:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Which rule did you break?</li> <li>• How are you going to get back on the green?</li> </ul> <p>Positive conversation on return to the class between the adult and pupil. Staff will use consistent language (see attached).</p>
Red	<p>Failure to follow any of the school rules repeatedly and have gone through the various warnings (white, yellow).</p> <p><b>However instant 'red' behaviours include;</b></p> <ul style="list-style-type: none"> <li>• Walking out of class</li> <li>• Fighting with intention to hurt</li> <li>• Vandalism</li> <li>• Racist remarks (refer to SLT)</li> <li>• Homophobic remarks (refer to SLT)</li> <li>• Swearing (heard by adult)</li> <li>• Lying</li> <li>• Stealing</li> <li>• Violence</li> <li>• Spitting</li> <li>• Biting</li> <li>• Refusal which results in unsafe behaviour</li> <li>• Refusal to come in from break or lunch</li> </ul>	<p>Pupils will be sent to another class teacher with their work to do and reflect until the end of the lesson using the reflection questions.</p> <p>Positive conversation on return to classroom. Staff will use consistent language (see attached).</p> <p>Once they return to class after their consequence then they earn the right to return to green. However they must have a 15min lunch time consequence in the Responsibility Room the next lunchtime.</p> <p>Parent/Carer informed by class teacher at home time if collected or by telephone that evening.</p> <p>Behaviour is logged onto the Google RR document by the class teacher if awarded at break or in class OR logged by teacher on RR duty if occurred at lunchtime.</p>

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### **Repeated Red Zones**

If a child has been had 3 red zones within 1 week then the class teacher will arrange a meeting with the parents to discuss the concerns and ways forward.

If the behaviour continues into the following week (another 3 occurrences) then there is a parent meeting arranged with the phase leader and class teacher. Behaviour report with specific behaviour targets are put into place which are signed by SLT daily and shared with parents.

If the behaviour persists then an internal suspension will be considered with a meeting with SLT, parent and class teacher. Any privileges will be considered at this point, e.g. roles within the school, representing the school in sporting events.

The child will then be given an internal suspension and will work in the Headteacher or Deputy Headteacher's office. They will come in through the main office and leave via the office and will not socialise with their peers at break or lunch but will go out at separate times.

### **Internal Suspension**

Day 1 – out of class for whole day

Day 2 – In class for first hour

Day 3 – In class for the first 2 hours

Day 4 – In class for the morning

Day 5 – In class for the whole day

The behaviour once back in class needs to be in line with our school rules. If the child starts to behave inappropriately then they will instantly be given a warning and if it continues then the child will return to their base, e.g. HT office, and integration for the day will be over. The ELSA will also be notified and will look at creating an action plan to work with this child in order to support them with their behaviour.

### **Behaviour system for Lunchtime**

If a child does not follow the school rules at lunchtime then the pupils are taken to the Responsibility Room (RR) by the MDA which is supervised by SLT and UPS staff. Staff supervising the Responsibility Room will investigate further if required and then IF a rule break has occurred then they will record the pupils and their behaviours onto the RR log google doc.

Pupils are expected to reflect their actions and behaviours through discussion with the teacher on duty.

Person on duty needs to give a note to the Y6 class with monitors who take the lists around so that CT can view the RR record and then report back to the parent.

RR logs are analysed weekly for reoffending pupils by Katie Marsh. She will email class teachers to note if certain pupils have received 3 reds in 1 week to remind them that they need a parent meeting. If the behaviour continues into the following week (another 3 occurrences) then there is a parent meeting arranged with the phase leader and class teacher and a school report with behaviour targets is put into place. This report is signed by SLT daily and shared with parents. If the behaviour persists then further interventions may be put into place, e.g. rota will be created to give the child some structure/ responsibility at lunch/ suspensions are lunchtime. The ELSA will be notified to work with them.

### **Parental contact**

Parents are informed at the end of the school day if a pupil gets to the red zone or visits the RR room for lunchtime behaviour. For consistently unacceptable behaviour, the parents of the pupil experiencing difficulties will be invited to a meeting with senior staff and the class teacher as already mentioned. The pupil's unacceptable behaviour will be discussed and the parents' assistance sought to work in partnership with the school in order to overcome their child's problems. Support will also be discussed in the meeting. Following discussion the pupil's behaviour may be closely monitored within school in one of the following ways:

### **Monitoring Behaviour in the school**

#### **Corporate responsibility**

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Monitoring behaviour is everyone's responsibility and staff should feel confident to address any forms of behaviour around the school as well as offering rewards to pupils.

### **Analysis**

Katie Marsh analyses behaviour RR log every week as mentioned above and every half term and produces a report for governors.

### **Break and lunchtime behaviour**

Behaviour is an agenda item for the half termly Midday Assistant Supervisor meeting with the Assistant Headteacher.

### **Learning Walks**

Behaviour for learning is a focus in all learning walks.

### **Uniform**

Monitoring occurs every day by class teachers with uniform and PE kit checks. Any child not in school uniform then alternatives from the spare uniform should be found and changed into straight away in the morning. Class teachers will speak to the parents and ask if there is a reason why the uniform is not being used and if they need some help. Spare uniform can be found or purchased if necessary and sent home. Children should be changed into the clothes they came in with before they go home and the spare uniform should be put into the washing machine in the staffroom.

### **SLT presence**

SLT will monitor and enforce behaviour expectations around the school, e.g. end of break and lunchtimes, corridors, assemblies, beginning and end of the school day.

If a member of staff needs urgent assistance then a red card is taken to a member of SLT or in the absence MLT. Depending upon the rule break and behaviour the pupils return to class will be assessed on an individual basis, e.g. return to class at the start of the next session. They will have a consequence at lunchtime in the RR room where behaviours will be discussed in more detail.

## **Whole School Practice for Teaching and Maintaining Good Behaviour**

### **Classroom Management**

In order to ensure consistency and that time is used effectively for learning, each class teacher should establish the following classroom practice:

- a 'carpet space', 'class seat' and a 'lining up' place should be allocated for each pupil
- adults will raise their hand to signal a 'Team Stop' and will say '54321'. This is to be used throughout the school and signals that in less than 5 seconds pupils should be silent and looking at the adult.
- when moving from carpet to seats or visa versa in the classroom then 1,2,3 finger signals are used. These signals are used in under 15 seconds and will reinforce moving silently between the carpet and tables.
  - 1 finger - stand up from your carpet space/ or if at tables then stand behind your chair.
  - 2 fingers - move from the carpet and stand behind your chair/ or move from tables to carpet space.
  - 3 fingers - sit down in your seat or carpet space.
- finger signals can also be used to line up:
  - 1 finger - stand up
  - 2 fingers - push chair under
  - 3 fingers - line up
- pupils are asked to 'sit up', have their 'eyes up', look at the adult who is speaking at all times and show active listening
- pupils are expected to sit properly on the chairs with the chair legs on the floor and the pupil's legs under the table.
- pupils should be reminded not to 'fiddle' with pencils or other equipment during teaching time unless they have permission to do so, e.g. SEND - fidget toy.

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- pupils in the classroom are not expected to talk when another person is talking
- classroom doors are generally kept open during teaching time unless there is a noise outside in corridor which is disturbing the class
- noise levels should be kept low so that next door classes are not disturbed and adults do not need to raise their voices
- pupils should stay in their seat, unless it is required for them to be out of seat in a particular lesson
- water bottles should be filled before register time in the morning and after lunch
- pupils should be expected to tidy up their table, the resources they have been using and the surrounding floor before leaving the classroom
- pupils should walk on the left hand side of the corridor in single file and quietly
- pupils should collect their coats and other belongings at the end of the day, one group at a time
- all staff - teachers and LSAs, are expected to reinforce high standards of behaviour.

### **Searches and Confiscation**

If a member of staff suspects that a pupil is in possession of a prohibited or potentially dangerous object the pupil may be searched. This search should be conducted by the Headteacher or a member of staff authorised by the Headteacher (usually a member of the SLT). The search should be conducted by a member of staff with another adult (where possible the adults should be of the same gender as the same child). Before any search is undertaken consent will be sought from the pupil. If consent is refused, the pupil will be asked to say why he or she has refused. If the need for a search relates to a suspicion of a “prohibited or potentially dangerous item” this can be conducted without the consent of the pupil. Parents will be advised of the circumstances relating to the need to conduct a search and of the ensuing outcome.

### **Behaviour when Travelling to and Home from School**

All pupils are expected to behave in an appropriate manner in the community whilst travelling to and home from school. If breaches of the behaviour code are reported/discovered then the pupil will be asked to explain the circumstances to a senior member of staff. Parents will be advised and we hope will reinforce the importance of the good behaviour that is expected. A consequence for inappropriate behaviour will usually result in the pupil visiting RR room/ making either a verbal or written apology. The child's right to walk home alone in Y5/6 may also be revoked for some time and the parent may have to come and pick them up again as in the lower year groups.

### **Use of the Internet including Social Networks**

All pupils are expected to follow our rules for safe and responsible internet use at school, failure to do so will result in a consequence and parents being contacted. We urge parents to supervise their pupil when using the internet or permissible social networks at home and to report to us and the APP involved any instances of unacceptable behaviour (See the ‘Online Safety Policy’ and Acceptable Use Policy for Pupils).

### **Meeting the Needs of Pupils with Additional and Special Needs**

We value all pupils and their differences and will do all we can to ensure that this policy does not discriminate, directly or indirectly. In accordance with the Equality Act 2010, pupils who have an additional need of any type receive the support needed, in partnership with their parents, in order to help them follow the rules, develop self-discipline, make progress and enjoy school.

The additional support that is available and the frequency of this support are varied, but may include:

- a class buddy
- time out signals and safe space offered
- individual class support or group support from an additional adult
- the use of a work station and a visual timetable
- support from the ELSA
- Behaviour report and daily communication with SLT

The strategies above may be used in conjunction with the following:

#### **Daily Contact with parents**

Daily contact is made with parents either when the pupil is met from school at the end of the day/ by telephone at the end of the day or by communication log.



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### **Behaviour Report**

Specific behavioural targets are set and the teacher records the pupil's achievement against these targets session by session. Achievements are rewarded daily or weekly depending on the age of the pupil and negotiated privileges earned. The chart is monitored by SLT daily with the child and sent home to parents each day.

### **Internal Suspensions**

A period of internal suspension may be considered necessary in order for a pupil to reflect on his or her inappropriate behaviour. A pupil who is placed in internal suspension will be supervised by senior staff and will complete work set by the class teacher.

### **The Role of 'Outside Agencies'**

Advice will be sought from outside agencies in circumstances where the strategies outlined above have been used but have not been effective; this may include the involvement of behaviour consultants to observe the pupil and talk to staff. Parents will be invited to take part in discussions and will be kept informed of any strategies that are put in place.

### **Managing Pupil Transition**

The same behaviour is expected throughout the school but some approaches may be slightly different to reflect the age of the pupil. We work hard to ensure that pupils transferring to a new class/key stage are prepared for the changes that are likely to occur. Parents are invited to transition meetings for new children coming into the school or pupils leaving for secondary school in the form of a Pupil Centred Review (PCR) to help them understand the implications of the forthcoming change for their child.

### **Fixed Term Suspensions and Permanent Exclusions**

If all of the above steps have been followed and the necessary support has been provided and the pupil's behaviour has not improved, then it will be necessary to consider the remaining stages on the discipline hierarchy:

- 1 Suspension from school for a fixed term period
- 2 Permanent exclusion.

Major offences, such as a serious assault on another pupil or member of staff, will lead directly to a fixed term suspension, regardless of the pupil's history. It is the Head Teacher's responsibility to decide, following advice from other professionals, the length of such a suspension. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil. The chair of governors will be notified of all exclusions.

Before returning to school a meeting will be held to discuss the pupils' behaviour. The pupil's family and all professionals involved with the pupil will be invited to plan for the pupil's return in order to ensure a successful transition back to James Oglethorpe.

Where a pupil is unable to demonstrate appropriate behaviour and it is not appropriate for them to continue at James Oglethorpe, then the exclusion may become permanent. In such cases, officers from the LA will advise on the next steps to be taken to ensure the pupil's continuing education.

Both fixed term suspensions and permanent exclusions will be conducted in accordance with the Department for Education's exclusion guidelines 2012.

### **Restraint/ Positive Handling**

The ethos of the school is that control of pupils should be based on good personal/professional relationships between staff and pupils. However, circumstances may arise in which staff have to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when all other alternatives have been tried (Policy on Restraint see attached).

### **Accusations against school staff and the pastoral support to be provided**

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If an accusation is made against a member of school staff the appropriate steps will be taken to investigate the incident in accordance with the procedures outlined in the 2011 Local Authority document; '***The Management of Allegations and Concerns Regarding the Professional Conduct of Staff in Relation to Child Protection***'. During the investigation every attempt will be made to keep the name of the member of staff and circumstances surrounding the incident confidential. Support will be provided during the time of the investigation to the member of staff concerned in accordance with the advice provided by the LA.

### **The Role of the others**

#### **Headteacher and Senior Leaders**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, keep records of all reported serious incidents of misbehaviour, and to report to governors on the effectiveness of the policy.

The Headteacher and senior leaders support the staff by implementing the policy, setting the standards of behaviour expected, and by supporting staff by arranging appropriate training in order to ensure effective implementation of the policy.

#### **The Role of Teachers and other support staff in school**

All staff are expected to reinforce this policy and all other related policies and show conformity and consistency in the way they apply rewards and sanctions, liaising with parents where needed. Teachers are expected to discuss the school rules with their class on a regular basis.

#### **The Role of Parents**

Parents have a vital role to play in their children's education and in establishing and maintaining high standards of behaviour at school. We aim to work collaboratively with parents to ensure that messages about how to behave at school and at home are consistent. It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

At the beginning of the school year parents are asked to indicate support for our rules and uniform policy. Pupils are also shown the agreement as well. Regular information regarding each child's behaviour at school is provided for parents. If improvement is needed the action to be taken is agreed with parents and regular meetings will be held to discuss the impact of such action.

Parents are strongly encouraged to advise their child's class teacher, phase leader or SLT, if they have any concerns about their child's behaviour, progress or well-being either at home or at school.

Parents **must** report any concerns about the behaviour of another child or parent immediately to a member of staff and **should not** approach another child or parent either in the school grounds or outside school in an attempt to discuss the circumstances of an incident that has taken place in school. This includes the use of social networking sites to voice concerns or opinions. It is important that parents obtain all information from school staff before forming opinions.

In order to maintain confidentiality parents should not post any messages related to the well-being or discipline of their child or another child on social networks.

#### **The Role of Governors**

The Governing Body has endorsed this policy and, with the Headteacher, will review its effectiveness. They will with the Headteacher ensure that the policy is administered fairly and consistently and will also ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

#### **Monitoring and Review**

All staff are responsible for monitoring the implementation of good behaviour and discipline around the school and should report to the SLT any concerns/difficulties they observe or encounter.

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A review of this document will be carried out annually and necessary adjustments made after consultation/discussion with pupil's parents, staff and governors.

## **GUIDANCE ON THE USE OF REASONABLE FORCE (DfE guidance 2013)**

### **What is reasonable force?**

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. 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.

'Reasonable in the circumstances' means using no more force than is needed. 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. 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. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

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

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

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

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

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property.

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

### **Communicating the school's approach to the use of force**

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.  
Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

### **Using force**

- 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.

### **Staff training**

- Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.  
There are members of staff within the school who are trained in Team Teach techniques of positive restraint.

### **Recording incidents of reasonable force**

All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded in the bound and numbered book which can be found in the headteachers office. The report must state:

- the name(s) of the pupils involved;
- the date and time reasonable force was used;
- why reasonable force was necessary;
- how restraint was carried out;
- who restrained the child/young person;
- how long this restraint lasted;
- who was present during the period of restraint;
- any marks noted on the child as a result of the incident and how they occurred;
- action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident.
- It is good practice for schools to speak to parents about serious incidents involving the use of force.

### **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 reported to the

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Local Authority Designated Officer (LADO) and 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.

# **James Oglethorpe School Rules**

1. We listen and follow instructions.
2. We keep our hands, feet and objects to ourselves.
3. We speak politely and with respect.
4. We take care of our own, our school and other people's property.
5. We try our best in everything that we do.

## **‘Go for Gold’**

### **Consistency of Language**

*Please use this language so that we are consistent across the school. The class teacher should be having these positive conversations with the pupils in a private setting (just outside the classroom and not on public display).*

#### **Reminder before going onto yellow zone:**

“So before going onto yellow zone I am giving you a reminder about ...”

“I am reminding you that you need to...”

#### **After a yellow zone time out:**

“How are you going to do get back onto green?”

#### **After a red zone and time in another class:**

“You got to the red zone because of ... and there is a consequence to that. However it’s a fresh start now so what do you need to do to stay on green?”



# Reflection Questions

(to be displayed and used by the pupil once they are on Yellow or Red Zone)

- What happened?
- Which rule did you break?
- Who did you effect?
- How are you going to get back on the green?

*Think about these questions and an adult will talk to you about these before you return to work with the class.*

## **Dealing with a Behaviour incident**

*Crib sheet for adults and children to ensure there is consistency*

Harmed = HD Harmer = HR

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We are using these terms for the purpose of this crib sheet, however we all need to remember that these are children we are working with.

### **Collecting evidence/ the facts**

- Does either party require first aid?
- Adult to remind anyone giving their account to focus on what they saw or heard or did themselves. They should also remember our core value of integrity which is to do the right thing and take responsibility if you have made the wrong choice.
- Take accounts from both parties separately.
- If accounts do not match up then speak to any witness separately.
- Were any other adults involved? MDA? Get their accounts.
- Make notes as they recount. If they are old enough then ask them to write their account of what happened.
- If there is an additional need of the child then take this into account.

### **Key questions to ask:**

- What led up to this? How did this start? Find the root of the problem.
- How is everyone feeling now? Establish the impact on HD and HR and any witnesses.
- Which of our school rules have been broken?
- What could have prevented this? What would we do differently next time?
- Suggestions of actions now?
- If they are not comfortable talking to you then offer someone else.
- Avoid the shame conversation, e.g. You had been doing so well... Stick to what they did and what they can do differently next time.

### **Restorative Conversation**

- There needs to be a conversation between both parties - however when this happens may depend on how they are feeling as it is important that HD particularly feels comfortable in doing this and that HR is showing remorse for their actions.
- Tell each other how the incident has made them feel.
- What have they learnt from this? What would they do differently next time?
- Agreed actions to prevent 'next time'/ consequences - communicated to both HD and HR.
- Discuss who needs to know about the incident and actions to follow? E.g. Parents/ MDA.
- Reassure them that you will be following up with them.

### **Follow up**

- Check in with both parties every day for the next week.
- Could set up 'Happy Chart' or ask them to use the Mood-o-meter straight after break and lunches.
- Ask parents to keep you informed if anything is reported to you at home.

### **Parent communication**

- All red behaviour or pupils who visit the RR room should have their behaviour reported to parents by the class teacher - Need to send RR books around to classes.
- If there has been an incident then parents need to be informed that day - Even if we don't have the full story at that time, tell parents that we are still investigating what happened but that you are aware.
- Harmed persons parents are informed depending upon the impact (emotionally or physically).

### **Racist or possible bullying incidents**

If you suspect that the incident was racially motivated or followed the guidelines of a bullying incident then it needs to be referred to SLT and recorded on a separate document.