

Broughton Fields Primary School



BEHAVIOUR POLICY STATEMENT

November 2023
Next Review date: November 2025

1. Rationale

At Broughton Fields Primary School, we ensure that children know what is expected of them and enable them to be successful by providing appropriate activities and setting realistic and consistent boundaries. This whole-school behaviour policy has been formulated to support the ethos and practice of the school, so that children can become effective learners within a supportive and positive environment. At all times we seek to positively reinforce appropriate behaviour.

We believe that children's innate exuberance and vitality encourages them to be curious about their world and eager to learn. We believe that discipline and good behaviour should develop from within the child; therefore values education underpins our curriculum. It is through assemblies that children are introduced to these key values, which are then continued throughout everyday teaching and life at school.

We need to be sensitive to the degree of personal responsibility any individual child can accept and tailor our demands and structure the environment to take account of this.

Our Statement of Purpose

At Broughton Fields Primary School we are committed to providing a happy, welcoming and motivating learning environment, where everyone can enjoy learning and value the challenges of new experiences.

As a school community we seek to build firm foundations for positive learning, attaching high priority to strong partnerships between home, school and our local community that will enhance everyone's capacity to learn.

Our purpose is to build **"a caring community inspiring every child to succeed."** where we are all - **"Learning Together"**

2. Aims

We aim for all our children to leave Broughton Fields Primary School equipped with key values to confidently lead them into adult life.

In doing so, we promote;

- A happy, welcoming and caring ethos; building positive partnerships to enhance everyone's capacity to learn.
- An inclusive curriculum that is creative, innovative and challenging; inspiring children to explore, learn and grow.
- High quality teaching ensuring high standards of achievement; enabling all children to achieve their best.
- Opportunities to develop skills, knowledge and an understanding of the world, needed throughout our everyday lives.
- A safe and secure environment; fostering a sense of family.
- A diverse school community; developing independent learners with a strong sense of pride in everything they do.
- Values led education; placing positive relationships at the heart of everything we do.

3. Roles and Responsibilities

The behaviour of the adults in our school influences the behaviour of the children. It is therefore vital that we all understand our role in this important policy.

a) **The Governing Body:**

Is encouraged to take an active interest in promoting, monitoring and reviewing the school policy. Governors are actively encouraged to visit the school regularly to observe and support the management of behaviour in school, acknowledging the success of the children.

b) **The Headteacher:**

Has the responsibility to manage personnel, the budget, training needs and the school building in such a way as to promote a positive, encouraging, caring and motivating environment.

c) **The teachers:**

Are the main instigators of good behaviour in the classroom and around the school. They are responsible for modelling & promoting good behaviour by praise and rewards and are expected to deal with unacceptable behaviour quickly and calmly, avoiding reinforcing attention-seeking and aggressive behaviour. A raised voice should only be used in extreme circumstances. They should plan and organise stimulating lessons that match the needs of all children and deliver these using clear instructions to promote engagement thus reducing unwanted behaviours.

d) **Teaching assistants and support staff:**

Are expected to model & encourage good behaviour throughout the school and to support teachers in the implementation of the policy. They are responsible for modelling & promoting good behaviour by praise and rewards and are expected to deal with unacceptable behaviour quickly and calmly, avoiding reinforcing attention-seeking and aggressive behaviour. A raised voice should only be used in extreme circumstances.

e) **The parents:**

Are encouraged to expect good behaviour from their children and support school when behaviour falls below expectations.

f) **The children**

Are expected to follow the school rules at all times and be prepared to accept the consequences for not doing so, to act in an orderly considerate and polite way at all times, to take part in activities to the best of their ability and be invited to comment upon aspects of behaviour through the school council.

All those implementing this policy should treat pupils fairly and with respect. The children are the responsibility of us all – **to ignore unacceptable behaviour is to condone it.**

4. Promoting ‘outstanding’ positive behaviour

“Keep your behaviour positive, because your behaviour become your habits”.(Gandhi)

This section of the policy focuses on the necessary procedures, routines and rules that enable the smooth running of our school community. These routines are integrated into the daily routines of the school day. They are to be explicitly taught through discussion, modelling, encouragement and classroom management.

In order to teach positive behaviour actively, real incentives are needed so that the children are clear what is expected of them and what they can expect in return. Outlined below are the means by which we promote outstanding behaviour at Broughton Fields and the rewards children receive for achieving this, as well as the sanctions that will be used to address unacceptable behaviour.

Behaviour Curriculum: Teaching positive behaviour

Values

The Values Led Education curriculum at Broughton Fields Primary School aims to provide planned opportunities that develop attitudes and skills of children

- As individuals,
- As members of a family and of society,
- As members of the wider community and environment.

It helps pupils understand and to be able to apply values such as respect, honesty, responsibility, trust and friendship.

Every class has on display the 6 key values of

RESPECT

RESPONSIBILITY

HONESTY

COOPERATION

RESILIENCE

ASPIRATION

These are the values that we expect all members of the school community to demonstrate every day. Consistent vocabulary is key. These values are everyday language throughout the school. Staff refer to these key values when celebrating pupils' behaviour and when supporting a pupil who has not applied these values in their behaviour. Class teachers maintain specific class rules that form our behaviour curriculum, i.e. how the teachers get the class to pay attention, routines for entering and leaving the classroom, etc. All staff are aware that "**what you permit, you promote**", and ensure they maintain high expectations that consistently demonstrate our 6 key values.

It is often said that 'all behaviour is a form of communication'. The following explains our rewards and our sanctions. However, our approach to behaviour goes much deeper than that. Where children do not demonstrate the behaviours we would expect, it is vital that, alongside reward and sanction, we consistently do the following three things:

- 1) **BE CURIOUS!** We try and understand **WHY** the person has shown this behaviour. We ask ourselves, do you know about any Adverse Childhood Experiences (ACEs) and possible triggers for the child? if this is a one off, or repeated? Are there circumstances, either at school, or at home, that may have been a reason for this? Was there a clear antecedent to the behaviour? If you are the person who is giving the sanction, it is very unlikely that you will be the best person to initially find out this information, so staff are encouraged to ask for support to identify possible reasons for this behaviour.
- 2) We consider our own reaction and responses. We remain calm. If possible, the reminder or sanction will be given quietly. Some children may appear to respond disproportionately when they receive a consequence. This could be a result of their past experiences which have left them with feelings of being unsafe and/or shame when "told off". For some children who have experienced trauma, escalation can happen very quickly, resulting in heightened anxiety and risky behaviours, which may take more staff time to resolve.
- 3) Once this information has been gathered, time is spent with the child to set the best way to stop this behaviour repeating itself. There could be any number of actions that are put in place, ranging from a change in seating to a conversation with parents in order to achieve this. Again, staff are encouraged to ask for help and support to achieve this.

If a child chooses not to follow one of our key values, staff will support them to understand how the choices they make affect their opportunities and enjoyment, and that of other children and staff. will build from a simple rule reminder (a verbal consequence), through stages including working away from others in class, time out, discussion with class teacher, discussion with senior staff, meetings with their parents.

The language we choose to use with the children is extremely important. We want to model a calm voice at all times, with the emphasis on correcting the inappropriate choices.

Bespoke behaviour plans

We have a number of children across school who have bespoke behaviour charts and plans, which include such things as differentiated language, procedures and approaches to communicating sanctions for example. These bespoke plans provide absolute clarity about how the children are expected to behave and clear consequences about what will happen if they choose not to follow the behaviour expectations. These plans are drawn up in conjunction with Area Managers and all adults in the classroom are made aware so that all staff follow the guidelines to ensure consistency of expectation.

Rewards

Reward systems across the school need to be consistent. Some class teachers like to have their own specific systems and informal rewards. These may include:

- Stickers
- Collecting marbles in a jar as a class
- Dojo points
- Table points

Golden Pupil

At the end of each week, the class teacher will select a child to receive the class 'Golden Pupil' award. This is awarded to a pupil who has made a significant effort or has consistently tried their best in either their academic work or their values. The parents of each 'Golden Pupil' are invited to attend a Golden Breakfast, hosted by members of the Senior Leadership Team, to share in their child's celebration.

Star of the Day

The class 'star of the day' is recognised at the end of the day for a child who has made a significant effort to meet expectations during that day. A sticker or note is sent home to recognise this achievement, explaining why they have been chosen.

Golden Time

In Foundation and Key Stage One, Golden Time is earned across the week, with an engaging, motivating golden time activity/activities held on Friday afternoon. Pupils who maintain positive behaviour for 90% of the week participate in Golden Time. Pupils who have received 3 points in a week (where Amber= 1 point, red = 2, purple= 3) will not be able to attend. These pupils will participate in a reflection activity to reflect on their behaviour and identify what they can work on the following week to earn their Golden Time.

Reward Afternoon

Throughout Key Stage Two, pupils work towards a half termly reward afternoon. Pupils who maintain positive behaviour for 90% of the half term participate in the Reward Afternoon. Pupils who have received more than 10% sanctions will not be able to attend. Pupils who have received a purple or B5 code may be automatically excluded at the discretion of the Area Leader. Pupils who will not participate in the reward will receive a letter to inform parents, during the week of the reward afternoon.

Good to Be Green

This is a consistent and well understood system used throughout Foundation, Key Stage 1 and Lower Key Stage Two. In order to ensure consistency of application of this system, all staff ensure that:

- 1) When children break any of our behaviour expectations based around our 6 key values, they must be told that this is their "warning, and if they continue, they are choosing an amber card as this is not showing our value of care/respect etc...". If negative behaviour continues, the pupil receives an amber card, explaining that this is "your consequence for

not showing care/respect etc”.

- 2) Further negative behaviour results in a red card. “You need time to think about how to behave using our values as you are still not showing our value of care/respect etc” This includes referring to their responsibility and the rights of rest of the class - “Your friends have the right to learn/feel safe and your behaviour is stopping this”. Pupils are given time out in another classroom; this is a time to reflect on their actions and to regulate, preparing themselves for a return to their classroom.
- 3) On their return, if negative behaviour continues still further, a purple card is given. “You are still not showing our value of care/respect and so you need to spend time with xxxx”. This is when a pupil will be referred to a senior member of staff.
- 4) We ensure all consequence cards are removed and children return to green after break and after lunch.

B 1-5 Codes

This is also a consistent and well understood system used throughout Upper Key Stage Two.

If children are demonstrating negative behaviour, they should be told “You are getting a B1 because..... and that is not showing our value of.....” The UKS2 Behaviour Expectation Chart is clearly displayed in each UKS2 classroom and is referred to consistently.

Secondary Behaviour

When a young person receives a behaviour reminder, ie attention is drawn to their inappropriate action; they may show ‘secondary behaviours’. These are immediate responses such as eye rolling, ‘huffing and puffing’, slamming doors (if they have been *asked* to leave the room) or talking under their breath. It is important to understand this behaviour is a response to the first action and a time when their anger or stress is climbing. Rather than immediately prompting the next level of consequence, some of this can be ignored or addressed with “I can see you are xxx, we can talk about this after the lesson”. This is helping the child to co-regulate. It sends the message their reaction has been noticed, but gives them the opportunity to attempt to calm and it also tells the rest of the class that it will still be addressed. In some cases, this will not be possible, if the behaviour is significant and/or unsafe.

Break and Lunchtime

Where behaviour at break/lunchtime falls below our expectations, the consequence system is similar to those followed in class. A verbal warning is given and the child is given an opportunity to discuss what was wrong with their behaviour, what they need to do to prevent a recurrence and what the consequence will be for persistent offence. An adult outside may deal with an issue but another adult may see similar behaviour soon after but will not know that the child has already been warned about this and therefore the consequence should be much more serious. With this in mind we have a band system at play times. Where children are seen showing negative behaviour they will be given a yellow band. This means that all staff will be aware that the child has received a warning about their behaviour. Should that child continue to break the rules (or they demonstrate significantly unacceptable behaviour in the first instance), they will be given a red band and sent inside, off the playground, to the Management Area. When SLT have established the detail behind the incident, and allowing –in more minor situations- for some flexibility for less structure during outdoor play, a decision will be made on the consequence given using the same sanctions applied within the classroom.

Parents of children who persistently disrupt lunchtimes are to be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child’s behaviour improves.

BEHAVIOUR COMMUNICATION AND ACTION CHART

Each sanction is recorded on CPOMS

SANCTION	ACTION	FURTHER COMMUNICATION
FOUNDATION, KEY STAGE 1 AND LOWER KEY STAGE 2		
Amber Card	First sanction to child, following a final warning.	N/A
Red Card	Sent to another classroom for 10 minutes time out – no work	Class teacher to alert parent at the end of the day
Purple Card	Sent to senior leader for extended period of time out WITH work	Class teacher to alert Area Leader SLT to alert parent
UPPER KEY STAGE 2		
B1	N/A	N/A
B2	Sent to another classroom to complete learning for the rest of the session	Class teacher to alert SLT and Area Leader. Class teacher to notify Office to text home
B3	Into Management Area for the rest of the session and miss next break/lunch with SLT.	Class teacher to alert SLT and Area Leader. Class teacher to notify Office to text home
B4	Into Management Area for the rest of the day	Class teacher to alert SLT and Area Leader. SLT to alert parent
B5	Into Management Area for the rest of the day	Class teacher to alert Area Leader SLT to alert parent
PLAYTIME AND LUNCHTIME FOR ALL		
Yellow Band	First sanction to child	N/A
Red band	Into management area for rest of the playtime/ appropriate portion of lunchtime *	SLT member to alert class teacher Class teacher to alert parent of given consequence
*Please note that if a red band is given in the final few minutes of play/lunch, then the child needs to miss the following break time.		

Upper Key Stage 2 – Behaviour Chart:

	Some of the reasons for automatically receiving that code	Consequence that applies to receiving that code
B1	<ul style="list-style-type: none"> • Ignoring general instructions • Lack of effort • Disrupting the learning of others (including calling out in class) • Being unkind to another pupil • Hostility towards another child • Telling tales/deliberate interference • Provoking/ retaliating • Disrespecting school property 	If B1's accumulate <u>More than 10% of consequences for the available sessions</u> you will not be able to come to the Reward Evening.
B2	<ul style="list-style-type: none"> • Refusal to complete a task • Leaving the classroom/learning area without permission • Inappropriate language towards another child • Disrespect towards an adult, including secondary behaviour following a B1 • Harming another individual through silly/inappropriate behaviour 	You will complete your learning in another classroom for the remainder of the session. Your teacher will contact your parents.
B3	<ul style="list-style-type: none"> • Inappropriate language towards an adult. • Swearing. • Causing harm to another by being deliberately unsafe • Causing harm to another individual with intent, e.g. pulling and dragging another student. 	You will complete your learning with a senior member of staff and miss 15 minutes of your break/lunch. Your parents will be contacted.
B4	<ul style="list-style-type: none"> • If your behaviour continues to be unacceptable following the B3, you will go into seclusion for the whole day. 	You will be in seclusion with a senior member of staff for the remainder of the day. Your parents will be contacted.
B5	<ul style="list-style-type: none"> • Physical violence or threat of e.g. fighting, punching, kicking, hitting, etc. • Abusive or threatening behaviour towards another pupil • Offensive/explicit language towards another, including: racist, homophobic, sexist language. 	You will be in seclusion with a senior member of staff for the remainder of the day. Your parents will be contacted.

Serious misbehaviour can have many forms and this is by no means an exhaustive list. The interpretation of this is driven by the individual circumstances of the incident and the final decision is always that of the senior leader involved. Examples of 'serious misbehaviour' include:

- Disregard of staff instruction
- Bullying behaviour, both physical and verbal, including that based on race, religion, sexuality or gender
- Violent behaviour or the threat of violence to pupils or staff
- Compromising the safety of other children and/or the staff working with them
- Continued disregard for school rules and procedure
- Theft or vandalism
- Sexual assault or inappropriate sexualised behaviour
- Being in possession of anything that could be perceived as an offensive weapon, with the intent to use it in that way

In instances of serious misbehaviour, any of the following sanctions may occur:

- Withdrawal from class for some or all of the day - this may be to a time-out table suitably situated in a supervised area away from peers. Work tasks can be carried out here.
- Withdrawal from any relevant rewards or reward activities.
- Telephone call to parents asking for a meeting with the class teacher and a Senior Leader. For children who persistently misbehave a further meeting will be held between the parents, class teacher, head teacher and other members of SLT as appropriate - Children who persistently misbehave may be referred to a teacher from the Specialist Teaching Team for support and guidance.
- A fixed term exclusion (procedures are implemented in line with LA guidance).
- Permanent exclusion, which will occur after consultation with governing body and LA.

6. Procedures for screening and searching for inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to screen and search pupils for inappropriate items and to confiscate items from pupils:

- 1) The **general power to discipline** (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers") enables a member of staff to search a pupil for any item if the pupil agrees and confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

Also note:

a) If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.

b) If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil must comply with the rules and attend.

c) This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

- 2) Headteachers and staff authorised by them have a statutory **power to search pupils or their possessions, without consent**, where they have reasonable grounds for suspecting that the pupil may have a **prohibited item**.

Power to search without consent for “prohibited items” including:

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

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation –advice for head teachers, staff and governors’.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

7. Procedure for prevention of bullying

What is bullying?

There are many formal definitions of bullying, but most have three things in common:

- It is deliberate hurtful behaviour
- It is repeated several times over a period of time
- It is difficult for those being bullied to defend themselves.

Bullying can take many forms but the main types are:

- Physical – e.g. hitting, kicking, taking belongings etc
- Verbal – e.g. name calling, insulting, racist remarks etc
- Indirect – e.g. spreading nasty stories about someone, excluding someone from social groups, bullying via social networking or internet platforms etc

Bullying is the wilful desire to hurt or threaten or frighten someone else, on purpose on more than one occasion. To do this the bully has to have some sort of power over the victim, a power not always recognisable to the teacher.

Bullying is aggression, physical, verbal or psychological, although not all aggression is necessarily bullying. Any behaviour which is the illegitimate use of power, over time, in order to hurt others, on purpose, is bullying behaviour.

Bullying is found within all age groups, in all educational settings and can happen to anyone.

Bullying is defined by the intentions of the perpetrator and the feelings and experience of the victim. (*paraphrased from Action against bullying – Scottish council for research in education 1991*)

The nature of bullying

- Bullying flourishes when supervision is minimal e.g. playtimes and lunchtimes
- Bullying usually happens to less powerful children – they may be intellectually less able, less physically competent or belong to a minority group.
- Bullying is a secretive activity and is dependent upon nobody telling anyone in authority
- Bullying thrives where there is little respect for or value given to individuals and their differences.
- Bullies thrive where there is inconsistent discipline and where there are unclear expectations about behaviour
- Bullying thrives in impoverished, monotonous, poorly maintained surroundings

Bullying is not to be confused with aggression. Aggression is an unprovoked attack by a child on another, or the expression of pain and frustration manifested by lashing out, or the deliberate incitement to retaliation which results in physical violence. These incidents are assaults and are dealt with in a way suited to their severity. In extreme cases the police would be involved, a fact made clear to the parents of persistent aggressors.

At Broughton Fields Primary School we believe that it is the basic entitlement of all children to receive their education free from all forms of humiliation, racial abuse, oppression, discrimination and physical and mental abuse. We believe that any kind of bullying is very damaging to the victim, bully and the atmosphere of the school. It is, therefore, the responsibility of everyone to promote an atmosphere where children feel safe and mutual respect between all members of the school community is fostered.

Any reports of bullying, from either parents or children, are taken very seriously and are always followed up.

Aims of our bullying procedure

We aim that when we hear of an incident of bullying;

- any incident is not repeated;
- victims are given support and care is taken to raise their self-esteem and confidence, and (if appropriate) support them in the development of social skills;
- children instigating bullying are made aware that their behaviour and its consequences are totally unacceptable, and are helped to learn to satisfy their needs through working with others rather than in confrontational or competitive ways.

We believe that in all incidents of deliberate bullying, parents of all parties should be involved.

Procedure for dealing with an incident of bullying

If an incident of bullying is brought to our attention, the following strategies are employed;

- Immediate intervention by staff.
- Inform head teacher and other staff.
- Discuss 'instigators' behaviour with other colleagues and Headteacher.
- Support victim(s). Inform parents.

- Talk individually with 'instigators'. Inform parents.
- Talk to parents of instigator (without child), counsel, share and gather information. Agree on strategies.
- Talk to parents and child. Set guidelines for framework of discussion.
- Involve support of outside agencies, as appropriate.
- Set specific targets with child and parents. Agree any sanctions. Agree regular review session.
- Implement strategies and/or impose sanctions. Continue contact with victim(s) and observe potential situations.
- If reoccurrence of incidents, impose sanctions. Begin formal procedure for exclusion.
- Report to Governors.

8. Use of Reasonable Force Guidance

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power.

This advice replaces “The use of force to control and restrain pupils – Guidance for schools in England”.

What legislation does this guidance relate to?

Education Act 1996 and Education and Inspections Act 2006.

Who is this advice for?

This advice is aimed at governing bodies, head teachers and school staff in all schools.

“All schools” include Academies, Free Schools, independent schools and all types of maintained schools.

Key points:

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

What is reasonable force?

1) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3) ‘Reasonable in the circumstances’ means using no more force than is needed.

- 4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 6) School staff 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?

- 1) All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).
- 2) 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.

When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) 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.
- 4) 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.

9. Record keeping

There is provision within the school's ongoing system of record keeping (CPOMS) to record comments about the children's general behaviour. These are essential if, at a later date, outside agencies become involved. Notes made about specific incidents or meetings with parents are also kept on CPOMS.

10. Monitoring and review of school's behaviour policy

The head teacher, deputy and the governors monitor the effectiveness of the school's behaviour policy in consultation with the staff and the children. New staff and supply teachers are informed about current policy. The general behaviour of the children is discussed on an ongoing basis during team and staff meetings as the need arises. The whole school behaviour policy is reviewed regularly and will be part of a whole school review.

11. References

“Discipline in Schools” The Elton Report, 1989

The use of force to control or restrain pupils DfEE 10/98

Supporting school improvement Emotional and behavioural development DfES 2001

Education Act 1996 and Education and Inspections Act 2006.

Exclusion from School Guidance for Headteacher

This policy should be used in conjunction with the following policies: Assessment for Learning and Attendance