



Redhill Primary School

Behaviour Policy

Signed

A handwritten signature in black ink, appearing to read 'Beth'.

Mrs Beth Tutchener-Ellis, Chair of Governors



Governors' Written Statement of Behaviour Principles

Introduction

Section 88 of the Education and Inspections Act, 2006 requires the Governing Body to set the framework of the school's Behaviour Policy by providing a written statement of behaviour principles taking into account the needs of all pupils. Before providing this statement, the governors have consulted the Headteacher, staff, parents or carers of pupils and the pupils themselves. They have also had regard to the DfE guidance (Behaviour and Discipline in Schools, February 2014).

The purpose of the Statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's behaviour policy, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication 'Behaviour and Discipline in Schools: a guide for headteachers and school staff' (February 2014).



Principles

The Governing Body believes that the Behaviour Policy should be underpinned by the ethos of the school as outlined in our aims and values (on our website)

- Provide a happy, secure and safe environment where everyone feels valued and respected
- Have high expectations of all members of the school community
- Encourage children to achieve a high degree of responsibility, self discipline, self esteem and self reliance
- Help and encourage children to achieve their full potential alongside learning to care for other people and the world they live in.

The Governors of Redhill Primary School strongly believe that high standards of behaviour lie at the heart of a successful school.

The Governors believe that the best way to ensure high standards of behaviour and discipline is to recognise achievement and to reward and celebrate success. The governors also recognise that on occasion, sanctions are necessary to demonstrate that misbehaviour is not acceptable and to ensure the safety of the whole school community. It is recognised that the use of rewards and sanctions must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

All pupils and staff have the right to feel safe and happy at all times in school. There should be mutual respect between staff and pupils and between pupils. The positive



behaviour of pupils at the school should be evident to any visitors, who should feel safe and welcome.

Redhill Primary School is an inclusive school. The Governors expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation, for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying as well as promoting equality of opportunity, welfare of pupils and good relations across the whole school community.

Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their transition to secondary education.

Contents of the Policy

The Behaviour Policy includes the following:

- The school's golden rules and expectations
- Examples of behaviour to be encouraged
- Examples of unacceptable and inappropriate behaviour
- A clear explanation of the system of rewards and sanctions
- An outline of exclusion procedures

Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness. The Governing Body strongly believes that consistent effort and good behaviour should be regularly acknowledged and rewarded.

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Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if she fears that one may take place. Sanctions should be monitored for their proper use and effective impact.

The Governors are aware of their statutory duty to provide clear advice and guidance to the Headteacher in respect of the following: teachers' powers to search, to use reasonable force, and to discipline pupils for misbehaviour outside school. Whilst recognising these are extreme measures, to be taken in exceptional circumstances, the Governors advise that for the protection and safety of the whole school community they should only be carried out in accordance with specific guidance issued by the DfE. It is recommended that training be provided on a regular basis to the staff, to assist them on the rare occasion when it may become necessary to exercise these powers.

The Governors expect the Headteacher to refer to the DfE document 'Use of Reasonable Force in Schools' (July 2013) when situations requiring reasonable force or restraint may occur.

The Governors expect the Headteacher to include details about the power to discipline outside the school gates in the Behaviour and Anti-Bullying policies. Disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied,



in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

Review

This Statement of Principles will be reviewed every two years, or as necessary, by the Governing Body.

This Statement of Principles was agreed by the Governing Body on 7th December 2015

Redhill Primary School Behaviour policy

Our aims

The philosophy behind our policy.

Day to day expectations of behaviour

Incentives and Rewards

Managing problems and sanctions both within the classroom and on the playground

Support for children presenting challenging behaviour

The use of reasonable force (please refer to restraint policy)

The power to discipline beyond the school gate

Leaving the classroom or school grounds without permission

Searching and confiscation

Pastoral care for school staff

Mission Statement

To create a welcoming and safe learning environment in which everyone can be successful by developing a consistent approach across the school which all children know and understand. Thus creating an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

Aims of this policy

- We aim to support children as they develop into independent young people by providing opportunity and support for them to develop:
- personal qualities, skills attitudes and values which enables individuals to think and act for themselves with due consideration of others

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- a respect for other people's ideas, beliefs, feelings and way of life (provided that way of life is based on consideration for others)
- a high degree of responsibility, self- discipline, self- esteem and self- reliance
- the ability to develop and manage positive relationships with others
- an enterprising and persistent approach to tasks and challenges
- an understanding of moral issues
- a sense of fairness with respect to others
- a concern for the conservation of the natural world and for the physical, including built environment
- a commitment to promoting the well-being of the community
- a readiness to act on behalf of the legitimate interests of others who cannot effectively so act themselves

Therefore our policy relates to the development of self- esteem, responsibility, relationships and respect

Rights and responsibilities

We believe that we cannot enable learning to take place where children are disruptive, badly behaved or show little respect for the feelings of others.

In our school we see self- esteem as central to the ability to work well and relate well to others and consciously and regularly plan for the development of this.

We believe that all members of our school community have rights:

Everyone has the right to self-esteem and to be treated with courtesy and consideration and with respect for their feelings, ideas and beliefs.

Everyone has the right to be offered responsibility for their own behaviour and learning so that they will be able to take responsibility for their own actions and feel happy and secure.

Teachers have the right to expect that they will not be prevented from enabling children to learn by the disruptive behaviour of others.

Governors are kept up to date with behaviour and attendance issues through the termly Head's report and during Governors meetings.



We expect a positive partnership with parents/carers:

Parents /carers have a vital role in promoting and supporting good behaviour and so effective home/liaison is very important. It is important that teachers work alongside parents/carers to manage appropriate behaviour and attitudes to learning as promoted in our Home /School agreement (Appendix One), to demonstrate their support.

We expect parents/carers to support the actions of the school when consequences are imposed to give a consistent message to children. We encourage parental feedback and contributions re behaviour on our parent questionnaires and in our Behaviour Working Group.

Preparing for School

Our expectation of all pupils is that they will:

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

Attendance

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

Attendance below 90% will affect your child's learning, progress and achievement.

Punctuality

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

We expect all staff to recognise and adhere to national, local and school policies:

All staff are expected to be familiar with the Equality Act 2010 and their responsibilities in respect to this. Good behaviour is an essential condition for effective teaching and learning to take place and quality teaching promotes this. High self-esteem promotes good behaviour, effective learning and positive relationships with clear consistent positive approach to behaviour throughout the school day on a daily basis.

Every child should be made to feel valued regardless of any disability, nationality, ethnicity, culture, gender or sexuality.

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All staff has the responsibility of ensuring that these key features are promoted throughout the whole school day in classroom, on the playground, in the corridors and in the dining hall.

We expect all children to have responsibilities within the school community:

Children will be encouraged to take ownership and be responsible for drawing up and adhering to class rules. and are expected to follow and adhere to the school rules too as outlined below, which have been specifically chosen because they focus on the positive rather than the negative.

Our Golden rules;

Do be kind and helpful – Don't hurt people's feelings

Do be gentle – Don't hurt anyone

Do listen – Don't interrupt

Do work hard - don't waste your own or other people's time

Do be honest – Don't cover up the truth

Do look after property – Don't waste or damage things

Pupil voice groups : Executive School Council , School Council, S.A.F.E group, Junior Road Safety Officers ,Playground friends and E safety all promote their expectations of behaviour within their area.

Equal opportunities

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

A child has a right to education: Rec/Key Stage One – 21 hours, Key Stage Two – 23.5 hours.

Developing a Positive Atmosphere (ETHOS) in school

We develop a positive atmosphere in school by:

- fostering courtesy and developing co-operation
- taking responsibility to set a good example
- giving responsibility and the trust that accompanies it

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- promoting a pleasant and stimulating environment
- ensuring that work is well matched and interesting
- ensuring that consistent and fair (that does not always mean the same,) expectations are made of each individual
- the use of Circle Times to promote co-operative behaviour and the development of a positive group feeling whilst giving the opportunity for speaking and listening and the open and equal discussion of problems and real issues.
- using a variety of incentives to promote positive behaviour and encourage good working patterns.

British Values At Redhill Primary School we strive to promote and secure British values throughout our ethos, assemblies and curriculum: Democracy, Individual liberty, Rule of Law, Mutual Respect ,Tolerance of others faiths and beliefs.

Incentives and Rewards

Reception and Key Stage One

Stickers - when a child has ten stickers, their name is displayed on our newsletter.
10 stickers – receive a special in-school privilege agreed between the child and the teacher.

Year One/Two

House points - In addition to stickers children are also awarded a house point as a transition to the house point system in KS2.

Key Stage Two

House points - when children complete both sides of their house point card these are posted in the special allocated house point box then added to the score on the appropriate house chart and their name appears on the weekly newsletter.

Whole class rewards

All classes are encouraged to have a class privilege eg a chart to complete for whole class rewards. The reward is then chosen by the class and can be an extra playtime, time on the climbing frame or some special treat.

Circle times

Used throughout school when children can say well done to one another for being kind etc.



Positive feedback is given to parents in the home link book and if it is sometimes appropriate for good work to be photocopied to go home.

Special Responsibilities are awarded e.g. helping teachers at dinnertime, reading to younger children etc.

Effective Learner programme- children exhibiting attitudes and skills of Collaboration , Reflection , Perseverance and Independence are rewarded with a house point and their name on class display then a vote ,each week in each class, for the name to go in the EFL special book and on Mail on Friday .

Friday assemblies

We celebrate achievements across many aspects. A cut out 'root' is presented to a child for PSHCE achievement eg good manners, helpfulness etc. A cut out 'leaf' is presented to a child for academic achievement in a subject. These are put onto our Celebration tree in the school hall for all to see. A certificate is given to the child to take home to celebrate at home. Two children are chosen from every class each week and the teacher records this as we aim for all children to have received one a term.

Managing Problems and Sanctions

When problems do occur it must be quite clear to the child and to other children that the behaviour is not acceptable. We avoid conflict situations (is it worth risking a confrontation or would a quiet word later be enough?). Whenever possible we remove the child from the situation of conflict to a place where they can have privacy and be calm e.g. the quiet area.

We avoid humiliating the child - (that is the behaviour should not be discussed openly in front of others). We try to prevent the problem becoming a no win situation and try to leave ourselves and the child a gracious way out. We remember that sanctions must be enforceable and enforced.

We make sure that the child knows that it is the behaviour which is not acceptable not the child.

The school community see these problems as a combined responsibility and support each other. All the school community has a duty to try to understand the reasons for the misbehaviour so that discrimination can be used when considering a sanction. The whole process of sanctions is combined with support and discussion with the child as the continuation of good relationships is paramount.



As a school we will not accept:

- Dishonesty
- Bullying of any kind including name-calling, hurting others, all types of bullying, threats and intimidation.
- Racism, homophobia , transphobia or sexism including name calling and any type of harassment
- Verbal or physical aggression
- Abusive or foul language to anyone
- Damage to property, including graffiti

All staff and children have been taught (at age appropriate level) about radicalisation and extremism through role-play and scenarios.

Our PSHCE curriculum (Jigsaw) and assemblies teach life skills ie confidence to stand up and not be led, confidence to question actions or situations and who to go to for help with resources that explore these sensitive issues.

Sanctions used within the classroom

We endeavour to not use whole class sanctions unless deemed necessary.

First steps:

- Attention is diverted from the problem by praising good behaviour so that the child has a model and an incentive to conform.
- Often a meaningful, questioning, look is enough!
- A discussion occurs about the problem in general terms, without identifying individuals, within the class during circle time, ensuring the class understand why the behaviour is unacceptable.
- The child is reminded of the school rules.
- A second warning is given as well as choices.
- To work in a quieter, less distracting part of the classroom (e.g. the booth, not the art area).



When a child's poor behaviour is repeated on a few occasions:

- There will be a warning displayed in the classroom before a sanction is put in place.
- There will be a loss of a playtime if the child chooses to have playtime when he/she should have been working.
- The child will be removed to a team leader until they feel ready to conform or for a specified time, the child should be clear about this. Every attempt should be made to continue to give the child access to the curriculum, e.g. taking work with them. A form will be completed to explain why they have been sent out of class (See Appendix Two). As a result of any disruption, a child may miss their playtime, lunchtime or both.

When a child's poor behaviour is becoming persistent or more serious:

- The child will be removed to the Deputy Headteacher/Headteacher until they feel ready to conform or for a specified time, the child should be clear about this. Every attempt should be made to continue to give the child access to the curriculum, e.g. taking work with them. A form will be completed to explain why they have been sent out of class (See Appendix Two).
- Incidents of concern or persistent unacceptable behaviour are recorded in a Behaviour Monitoring book. A folder is also kept to record all class and playtime exclusions.
- Parents are informed when a child is removed from class to the DHT/HT and if necessary a meeting arranged to discuss an action plan for the child with support from the parents.
- A privilege is removed - for example being a member of a school team, after school clubs.
- The child is excluded for a fixed period. Persistent disruption can lead to a fixed term exclusion or even permanent exclusion.
- The child is excluded permanently.

Sanctions used at play/dinnertimes

Children are expected to adhere to agreed rules of behaviour including those for the playground and for indoor playtimes.



When a child's behaviour is unacceptable, the following stages will be referred to, and the most appropriate course of action determined:

- The child is reminded of the playtime rules (displayed on the playground)
- The child walks in silence with an adult on the playground for 5mins.
- The child walks in silence with an adult on the playground for duration of the playtime.
- Persistent behaviour despite the above steps, is reported to the class teacher and an internal exclusion is applied (pupil remains inside at play/dinnertimes with a senior member/ DHT/HT).
- The Headteacher may in extreme circumstances exclude the child from the premises at lunchtimes for a fixed period of time.

Sanctions used for not adhering to the uniform code

If a child is not wearing the appropriate uniform, as listed on our school uniform list, parents are requested to replace the items within a reasonable timescale. If the child continues to wear the item under scrutiny then the child will have to stay in at play time until the matter is resolved, unless it is an item which can be removed eg hairband or jewellery.

Inappropriate playground behaviour includes;

Inappropriate use of equipment.

Unsafe/dangerous behaviour

Unkind behaviour

Ignoring adult instructions e.g. Ignoring rotas and zones, playing after the bell.

Rudeness to an adult e.g answering back

Behaviour which constitutes an instant playtime exclusion:

Violent/Aggressive behaviour e.g fighting. spitting

Theft

Inappropriate language eg swearing, racist, homophobic, transphobic.

Bullying- repeated incidents against a targeted child.

Sexual harassment;

Drug related behaviour;



Carrying a weapon

Repeated low level behaviour. This will be reported to class teacher to issue a playtime exclusion

A playtime exclusion form is completed (Appendix Two) and kept with the Headteacher's records. The child will report to the HT or a senior member of staff in the absence of the HT.

Damage to property

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

Additional Courses of Action

It may be that one of the following courses of action will be taken:

- Teacher should monitor behaviour as a basis for discussion and progress. A Behaviour Monitoring book is kept in the Head's office in which all staff record incidents and look for patterns etc.
- Consultation between staff, including the Headteacher and SENCO to look at interventions, including CAF/TAC process, Behaviour Support, Adult support, referral to Fair Access Panel, Modified timetable, Managed Move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.
- A school based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management. A report card or home/school book maybe used.
- Advice from or referral to the Behavioural Support Team or other external agencies (e.g. L.S.A.T. or E.P.)
- Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.



External Exclusions

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

Incidents involving knives, theft, arson, serious assault, damage to school property are likely to lead to permanent exclusion. In such cases parents are always notified and their right to appeal explained. Such incidents are very uncommon in school. In any of these cases the school may also involve the police. Continuous disruption to learning may also lead to a permanent exclusion if improvement is not made.

Where exclusion is used the school conforms to the Local Authority and DfE Guidance. If a child is excluded for a period of less than 5 days the school will provide work – it is the parent's/carers responsibility to ensure the child completes the work and returns it to the school for marking (NB parents/carers can be fined if their child is found in a public place during an exclusion). From Day 6 of exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the Local Authority will contact parents/carers with details of the Day 6 provision.

The use of reasonable force

The use of physical interventions are rare and wherever possible is avoided. However there may be occasions where the use of reasonable force or physical restraint is appropriate for example if a child is hurting him/herself and /or others or we feel the child needs to be evacuated for the safety of other children, or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention is recorded. The Senior Leadership Team members have had Non-violent Crisis Intervention training (see Use of Reasonable Force policy and Appendix Three)

Specific key staff are trained in Non-violent Crisis Intervention. Restraint is only used as a last resort. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded (Appendix Four).



The power to discipline beyond the school gate

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

Searching and confiscation

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

Leaving the classroom or school grounds without permission

The law and legal framework concerning missing or runaway children states;
"Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child's welfare (Children Act 1989 s3 (5)). It is likely to be "reasonable" to inform police, or children's services departments, and if appropriate, their parents, of the child/young person's safety and whereabouts."

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

Pastoral care for school staff

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

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powers. Staff should never feel isolated when dealing with challenging behaviours. It is always helpful and supportive if staff can talk about their concerns and consider strategies beforehand. Staff should also pay attention to their own self esteem. We can act as models by making positive comments about ourselves and our colleagues.

Revocation of Parents' Licence to Enter the School

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Local Authority and a letter sent from school detailing the withdrawal of the parents' right to enter school. If appropriate the police may be involved.

Further reading and guidance

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

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

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

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

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

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

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

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

Appendices

1. Home School Agreement
2. Internal Exclusion Record (Class/Playtimes)
3. The use of reasonable force
4. Reasonable force record
5. The power to discipline beyond the school gate
6. Searching and confiscation

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7. Search and Confiscate child record
8. Child going Missing from School during the school day

Review date

This policy is reviewed annually in the Autumn Term.

Reviewed Autumn Term December 2015.

Adults in addition to school staff responsible for Behaviour:

Exclusions: Mr Adrian Jenkins

Behaviour Team leader and Deputy Head: Mrs Mandy Ward and Link Governor Mrs Beth Tutchener-Ellis.

Nominated Attendance Person: Mrs Zara Bate



Appendix 1 Redhill Primary School Home School Agreement

This agreement has been drawn up in consultation with Governors, school, staff, parents and children of the school.

It was agreed that:

The school will:

- provide a happy, secure and safe environment where everyone feels valued and respected.
- be open and welcoming at all times and offer opportunities for parent to become involved in the daily life of the school.
- provide a broad and balanced curriculum and meet the individual needs of every child.
- have high expectations and seek excellence in all aspects of our work.
- establish induction meetings for parents prior to their children starting school.
- keep parents informed about general school matters and be willing to discuss any concerns.
- let parents know about any concerns or problems that affect their child's work or behaviour.
- arrange parent consultation meetings to discuss their child's progress and provide an annual written report.
- notify parents if their child does not arrive at school.
- consult parents about change to homework arrangements.
- teach children internet safety.

Parents will:

- adhere to the school's policies.
- see that their child goes to school regularly, on time and properly equipped.
- let the school know about any concerns or problems that may affect their child's work or behaviour.
- notify the school before 9am if their child is going to be absent and ensure that the school has up to date contact numbers.
- be aware of and support the anti-bullying and behaviour policies.
- encourage children to keep to the school rules and to respect one another and the staff.
- adhere to the school uniform code as outlined in the prospectus.
- encourage their child to read at home and complete homework.
- attend consultation meetings to discuss their child's progress.
- drive slowly on the school's approach road and park safely.
- be aware of their child's internet use and promote e safety.



Children will:

- always behave well.
- listen carefully and be attentive in lessons.
- try their hardest.
- look after each other and respect cultural differences.
- keep social rules.
- be polite and kind to all members of the school community.
- be aware of internet safety

Signed..... (Head teacher) (Parents).....(Child)

Pint child' name

.....Class.....Date.....



**Appendix 2
Redhill Primary School**

Internal Exclusion Form (Lesson/Playtimes)

Name of child:	Male/Female
Sanction – delete as appropriate Exclusion from class Exclusion from playtimes	
Names of staff witnessed and authorised sanction 1 2 3 4	
Reason for Sanction	
Parents contacted if appropriate Whom Date Time	
Next steps if appropriate	



Appendix 3

The use of reasonable force

What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

2 Who can use reasonable force?

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

3 When can reasonable force be used?

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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

Schools cannot:

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



Appendix 4
Redhill Primary School

Use of reasonable force record

Name of child:	Male/Female
Reason for the use of reasonable force	
Names of staff using reasonable force 1 2	
Other agencies involved – please list with name and title	
Parents contacted Date Time	
Sanctions and Next steps	
Meeting with parent and child following the incident	



Appendix 5

The power to discipline beyond the school gate

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

Any bad behaviour when the child is:

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

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

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

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



Appendix 6

Searching and confiscation

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

Searching with consent

Schools' common law powers to search:

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

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical from completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

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

Can I search?

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

But:

- a. you must be the same sex as the pupil being searched; and
- b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

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

Authorising members of staff

The Headteacher, Deputy Headteacher and two Senior members of staff are authorised to use these powers. As a result of only having no senior male members of staff, Mr Hodgkison would also have the power with a senior member of staff present.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other

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pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

2. The powers only apply in England.

During the search

Extent of the search – clothes, possessions and trays

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

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

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

Use of force

Reasonable force may be used by the person conducting the search (see appendix 3).

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

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

What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they must retain it for return to the parent.

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- Where they find controlled drugs, these must be delivered to the police as soon as possible.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find stolen items, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

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

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.



**Appendix 7
Redhill Primary School**

Search and Confiscate child record

Name of child:	Male/Female
Reason for the search;	
Other agencies involved – please list with name and title	
Parents contacted Date: Time:	
Sanctions and Next steps:	
Meeting with parent and child following the incident:	
Any further intervention or agency involvement required	
Signed: Date: Designation:	



Appendix 8

Child going Missing from School during the school day

Guidance and checklist

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