

Hinchley Wood Primary School

Behaviour Policy

In our school community

We expect everyone in our school to be kind and caring and courteous.

We listen to each other and we respect everyone's voice.

We take responsibility for ourselves.

We respect each other, our school and everything in it.

Introduction

This is a statement of the aims and values of Hinchley Wood Primary School and of the strategies we adopt as a school community to secure high standards of behaviour from all who engage with our community. The policy has been formulated through extensive consultation with the children, all staff and Governors.

The day to day management of behaviour in school is the responsibility of the Head Teacher, supported by all staff. This policy is accompanied by the Governors' statement of general principles (attached) which echo the aims and values of the school together with our shared expectations of consistently high standards of behaviour from all in the school community.

The policy, which focuses largely on our work with the children, is accompanied, also, by our adult code of conduct, based on our understanding that in order for high quality learning and teaching of standards of behaviour, children must expect consistently high standards from us as role models.

The policy is further informed by changes to the Education and Inspections Act 2006 (EIA 2006). This provides a statutory power for school staff (and those working with the school) to discipline pupils. This replaces and supercedes the previous legal authority based on the common law principle of the teacher being *in loco parentis* (in place of the parent).

Key points arising from that legislation are:

- Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All staff in charge of pupils have the power to discipline.

Temporary staff, student teachers and volunteers will need to be made aware of the policy by the member of staff with whom they are working.

This policy applies to behaviour in the classroom, on the school site, on educational visits and sporting events, including travel to and from school on out-of-school events. In the event of inappropriate behaviour off-site, consequences may only be applied if the children are under the lawful charge of a member of staff. This policy is shared with the schools in the immediate local community (Hinchley Wood Schools' Partnership) in order that expectations of high standards are applied with consistence in the wider learning community.

Governors' Statement of General Principles

Governors believe

- The time spent at primary school is a significant step towards equipping each child to take their place in society;
- Society needs good standards of behaviour and, in conjunction with parents, schools have an important role in promoting positive attitudes and good behaviour;
- Behaviour in school should reflect the best standards in society;
- Good behaviour is an essential setting for children's enjoyment and achievement at school

These principles provide a basis for the school's Behaviour Policy which applies day to day in school. Children are encouraged to grow in confidence and to develop the ability to express themselves. Learning the range of acceptable behaviour and self expression is part of 'growing up': it leads to a recognition that the freedoms of society carry responsibilities. The Head and staff will work with parents to develop their child's talents along the diverse paths which lead to an enjoyable, responsible and fulfilling life ahead.

Specific Aims

At Hinchley Wood Primary School we are committed to ensuring the welfare of all our pupils and to ensure there is no bullying or discrimination. We are particularly aware of the needs of some children who may need special support in managing their behaviour. Vulnerable pupils (for example children with S.E.N., Looked After Children, children with physical or mental health needs) will receive behavioural support according to their need. (Ref:Inclusion and Single Equality policies - 2011).

We approach the management of behaviour at Hinchley Wood Primary School with the understanding that "one size does not fit all".

In our school community we expect, we teach and we model consistently high standards of behaviour in a positive way. We encourage all children, staff and parents to be a part of the process of setting rules, rewards and consequences, rights and responsibilities so that we achieve consistency in their application.

At our school, we reward good behaviour, as we believe that this will help to develop our ethos of kindness, caring and co-operation. The policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour.

Our Values

At Inset in June 2008 and September 2008, we agreed that the following core (or root) values are important to us as a staff and as a learning community.

Happiness, Hope and Appreciation

Caring, Co-operation and Fairness

Respect, Friendship and Patience

Trust, Honesty and Understanding

Thoughtfulness, Courage and Unity

Excellence & Enjoyment, Quality and Freedom

Our Expectations

In the context of our behaviour policy, this means that we expect everyone to:

- Tell the truth
- Keep promises
- Respect the rights and property of others
- Act considerately towards others
- Take personal responsibility for our actions

The children can expect us to provide them with:

- A well organised, clean, stimulating and safe learning environment
- Appropriate and well-differentiated work which is both stimulating and challenging
- Adults who act as role models
- A high emphasis on praise (we "catch the children being good" at every opportunity)
- An expectation that rules, rewards and consequences are applied consistently

Our Organisation of Behaviour Management

We make the following arrangements in order to support the children in meeting our expectations of behaviour:

- School and class rules are discussed and agreed with the children at the beginning of each year.
- Rewards and consequences are similarly discussed and agreed, with the understanding that these will be applied consistently across the school (**see example below**).
- Good behaviour and attitudes to work are rewarded in class and at whole school Achievement Assembly each week.

- Consequences are reasonable, appropriate and proportionate to the circumstances of the specific case. An opportunity is provided to make reparation during the course of the same day, as far as possible.
- Once class rules, rewards and consequences are agreed, each year group will publish these on their year group room on Fronter.
- The Home-School Agreement is also sent home to parents of children who are new to the school. As a school, we recognise the importance of the co-operation and support of parents in developing a policy and practice which is successful and consistently applied.
- A Buddy system, involving either peers or a named adult may be a support for some children to help them manage their behaviour.
- A "Time Out" facility is available, supervised by the teachers, to support the Mid-Day Meals' Supervisors in their management of the well-being and safety of the children in the playground.

KS1	KS2
Check. Has everyone got someone to play with or to talk to?	
1. Keep your hands and your feet to yourself	
2. Use all playground equipment safely and sensibly	
Be kind to everyone	Be polite, considerate, courteous
Tell the truth	Be honest
	3. Stay in a supervised area so that we know that you are safe
	4. You need permission to be in the school building
When you hear the whistle, line up and get ready to go back to your class learning	

Consequences:

- 1. Time out (with an adult, against a wall, in school, with work – you know the children and the particular circumstances – you decide and communicate with others as you consider appropriate)**
- 2. Have the rest of the given play / lunchtime away from that equipment**
- 3. Miss MUGA time / time out, as appropriate**

Monitoring and Evaluation

Distribution of Achievement Assembly certificates and records kept of the use made of the Time Out facility are monitored by the Head Teacher on a termly basis by age, ethnicity, gender, special educational needs and disability to ensure that all children are enabled to achieve the high expectations we have of behaviour at our school and that they are rewarded for doing so.

Serious Behaviour Difficulties

With persistent, inappropriate or unsafe behaviour, the normal class rules may not be sufficient. In this case, the class teacher may seek the assistance of the Key Stage Leader, the SENCo, the Deputy or the Head Teacher. Parents will be informed and involved. Further action may involve outside agencies to help with devising behaviour plans and risk assessments.

Please refer to appendix 1 for DfE (2011) guidance on the use of reasonable force and appendix 2 for DfE (2011) guidance on screening, searching and confiscation.

HWPS Touch Policy – serious incidents which may require physical intervention

At Hinchley Wood Primary School physical intervention / restraint is in no way part of the usual rewards and consequences systems. In line with Surrey CC Guidance: "Physical Contact and Intervention with Young People" (attached), this part of our policy refers exclusively to the following, extreme behaviours:

- Personal injury or risk of personal injury to the child involved, to other children or to staff.
- Serious damage to property which puts the safety of the child involved, other children or staff at risk.
- Behaviour that is prejudicial to maintaining good order and discipline at the school.
- A criminal offence being committed or action to prevent a criminal offence being committed.

This applies to incidents on and off site where the member of staff has lawful charge of the child.

Any physical intervention is used as a last resort and will involve, as far as practicable, those members of staff who are MAPA trained.

Training Implications:

Surrey CC provides training on the "Positive Options" model of managing physical intervention. As far as it is practicable, no member of staff should attempt to restrain a child without this training. Members of staff who have received this training should be called on, as far as possible, in the event that physical intervention is deemed necessary.

Two members of staff will attend any incident which requires physical intervention. Those staff will record the incident using the report form "Use of Restraint" within 24 hours. The "Physical Restraint Log" is stored in the Head Teacher's office.

After an incident requiring physical restraint, each person involved, including the child involved, must have a 10-15 minute "time out". It is important that the child is calm, in control of her / himself and comfortable with the adult who is in supervision before the adults dealing with the incident leave the room.

Debriefing, for the child and for the adults involved will take place with the Head Teacher or Deputy Head Teacher once the safety of all is assured and calm has been restored.

Exclusion:

Only the Head Teacher or the acting Head Teacher may exclude a child from school. This may be for one or more fixed periods for up to 45 days in any one school year. The Head Teacher may also exclude a child from school permanently.

A decision to exclude a child will be taken only:

- In response to a very serious breach of the behaviour policy
- If allowing the child to remain in school would seriously harm the education or welfare of the child or of others in the school.

The child's parents will be informed immediately. The parents must be informed that they have the right of appeal against this decision and of how this can be done.

Governors and the Surrey CC must be informed about any fixed-term exclusion beyond five days and of any permanent exclusion.

In the event that exclusion of a child becomes a possibility, a pastoral care plan must be drawn up between the school, child, parents and outside agencies with the full support of the Governors. **In the event that exclusion becomes a reality, it is our duty to provide suitable full-time education for the excluded pupil from the sixth day of any fixed term exclusion of more that five consecutive school days.**

Policy training and review arrangements

Training is provided for all staff who join Hinchley Wood Primary School on the Behaviour Policy. This is refreshed on a minimum of a two-year cycle.

Training may take the form of:

- Induction procedures
- Inset
- Staff / Key Stage meetings
- Support staff meetings

This policy will be reviewed by the Governing Body on an annual basis.

Appendix 1 – The Use of Reasonable Force.

It is extremely rare for staff to need to use reasonable restraint, much less to screen, search or confiscate. The DfE guidance contained within appendices 1 and 2 are our way of keeping staff, governors and parents aware of what is expected in these rare circumstances.

1. 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 force².

(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.

² Section 93, Education and Inspections Act 2006

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.

Appendix 2 – Screening, searching and confiscation

Screening

What the law allows:

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and **without** the consent of the pupils.

Schools' statutory power to make rules on pupil behaviour³ and their duty as an employer to manage the safety of staff, pupils and visitors⁴ enables them to impose a requirement that pupils undergo screening. Any member of school staff can screen pupils.

Schools' common law powers to search:

School staff⁵ can search pupils **with their consent**⁶ for any item which is banned by the school rules.

1. Schools are not required 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 or locker and for the pupil to agree.
2. Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
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').⁷

Can I search?

2. Yes, if you are a head teacher or a member of school staff⁸ and authorised by the head teacher. 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. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

When can I search?

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

The law also says what must be done with prohibited items which are seized following a search.

Extent of the search - clothes, possessions, desks and lockers

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 desks, lockers and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

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 may retain or dispose of it.

□ Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so - in which case the drugs must be disposed of.

□ Where they find **other substances** which are not believed to be

controlled drugs as outlined above.

Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so - in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

□ In determining what is a "good reason" for not delivering **controlled drugs or stolen items** to the police the member of staff must have regard to guidance issued by the Secretary of State¹⁰ (see paragraphs 1 to 4 below).

□ Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

□ It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.

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.
2. Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
3. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Reviewed at the Behaviour, Safety & Community Committee Meeting