



Behaviour and Restraint Policy

This policy was reviewed by: Stacey Duckett

This policy was adopted by the Governing Body in October 2021

It will be reviewed Autumn 2022

CONTENTS
Introduction and Aims of the Policy
Avondale INTENT
School Rules and Code of Behaviour
Effective Classroom Management
Promoting Positive Behaviour
Discipline in Schools
Procedures and Sanctions
Visits, School Journeys, School transport and Beyond The School Gate
Policy for Screening and Searching Pupils
Policy for the Restraint of Pupils
Bullying
DFE Advice for Parents and Carers on Cyberbullying
Racial Harassment
Exclusion
Provision for Professional Development / INSET / Support for staff
Pastoral Care for School Staff Accused of Misconduct
Malicious Accusations
Review
Appendix 1
Appendix 2
Appendix 3
Appendix 4
Appendix 5

1. Avondale School seeks to promote the spiritual, moral, cultural, mental and physical development of all its pupils. We believe good manners and respect for other people and their property are of paramount importance.

High standards of behaviour are essential to maintain the stable and happy atmosphere in the school in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities, and are stimulated to fulfil their full potential. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share a joint responsibility with the school to help their children behave well.

The policy is based on celebrating children's success and reinforcing good behaviour by a variety of positive means. It will also refer to the sanctions we may need to implement to improve behaviour when necessary.

This policy also follows the school's safeguarding statement of intent.

2. Avondale Intent

At Avondale School we want our children to be proud of themselves, Avondale School and the community we serve. Avondale School has a positive ethos which includes mutual respect, supportive relationships and encourages pupil voice. Reading and language are at the heart of our Avondale curriculum. Pupils are provided with memorable learning experiences through a balanced, progressive curriculum. Through our 'Avondale Adventure' we promote high expectations for behaviour and achievement. Our aim is for all our pupils to be educated citizens thus making a positive contribution to the community. This combined, will help them get ready for life in a diverse, developmental and ever changing world.

3. School Rules and Code of Behaviour

At Avondale School we are on our 'Avondale Adventure'. Whilst on this adventure, the following values will be instilled and promoted in our children: Respect, Resilience, Kindness, Do your Best, Learning and Make the Right Choice.

To clarify expectations and be clear on school rules and routines, the following behaviours need to be known to, and reinforced by, all staff including supply teachers, support staff, students and non-teaching staff.

Arriving at school

- Must arrive at school by 8.45am
- Children are welcomed with an individual, personalised greeting from 8.35am where morning work (do it now work) will be set to ensure a calm transition
- Once on the yard, walk quietly and sensibly into school and complete 'do it now' work set

In the cloakroom

- Hang coats and bags up on hooks
- Only handle your own property unless you are asked to touch others by the teacher
- If the cloakroom is crowded, wait your turn
- Always clear the cloakroom quickly – don't hang around

In the classroom

- Follow our talk and discussion guidelines
 - Listen to teachers, other children and adults
 - Look after the classroom by keeping it tidy and looking after equipment
 - Be kind and helpful, share equipment
 - Walk into the classroom quietly and sit down - look for your do it now work
 - Leave the classroom quietly
 - Follow instructions carefully
 - Work quietly and always do your best
 - Walk around the classroom
- (School rules/values are also discussed and agreed with children on the first day – they also link with British Values)

Assembly

- Assembly begins as soon as you quietly walk into the hall
- Sit quietly, remember the three rules of sitting : legs crossed, hands on lap or folded and straight back
- Listen to others and participate in the assembly as instructed by the leader
- Quietly leave the hall and go back to your classroom - keep to the left

In the playground

- On the way out to play, go to the toilet if you need to, and collect your coat
- Stay within the playground boundaries
- Think about safety when you play, and act in a way that will not hurt others
- Always think about others , how they feel, what they may need

- When the bell rings, listen carefully for the teacher on duty to blow the whistle.
- Stand still and when your class is called please walk quietly into school in single file

During school meals

- Make sure your hands are clean – use the hand sanitisers provided
- Say “please” and “thank you” to all the staff who give you food and help you
- Queue quietly without pushing, think of others
- Try not to spill food on the floor
- Eat your dinner sensibly,
- Use your knife, fork and spoon properly
- Talk quietly
- Only speak when you are not eating
- Tidy up your tray
- Leave your table and the floor clean and free of food
- Walk in the direction you have been told by welfare staff
- Respect the dinnertime staff

In the toilet

- When you have used the toilet – flush it
- Wash and dry your hands
- Respect other people’s privacy – do not look over or under the toilet cubicles
- Make sure the taps are turned off after you have used them, be responsible about using the water
- When you have finished, look to see if you have left the toilets clean and tidy
- If there is a problem in the toilets please let your teacher know as soon as possible

Around school

- Walk in a line sensibly, one behind the other - where possible line up in register order
- Keep to the left where possible
- Look to see if there is someone behind you, if there is hold the door open for them
- Move around the school quietly and sensibly
- Be polite to, and make way for, adults and visitors to the school.
- Smile and greet other people around school

During swimming and outings

- Sit down on the bus or coach and always wear your seat belt
- Walk in pairs or in single file as instructed
- Look and think – remember road safety rules
- Be polite and set a good example to everyone

- Get changed quickly, quietly and sensibly at the swimming baths
- Respect your own and other people's property
- Respect other people's privacy when getting changed – if possible face the wall when getting changed
- Think carefully about the safety instructions given to you by your teacher/group leader

During indoor playtimes

- Use the games and equipment that your teacher has agreed to (no scissors/internet)
- Stay in your seat wherever possible
- Respect classroom equipment, including rainy-day things
- Tidy-up quickly when asked to
- Share and play fairly
- Stay in your own classroom
- Always ask if you need to leave the classroom or go to the toilet
- Do not use the internet

4. Effective Classroom Management

Teachers and adults working in the classroom will aim for high standards and consistency throughout the school in the management and organisation of all classroom and extra-curricular activities by:

1. Ensuring school values are discussed and agreed on the first day of school each year. Assemblies and lessons further embed them as part of our daily routine to ensure our children understand their importance. See Appendix 1 for the 'Avondale Adventure'.
2. Ensuring that procedures are clearly understood regarding pupil discussion, talk guidelines, participation in activities, movement in class, the way in which work is handed in, and what pupils should do when tasks are completed
3. Ensuring explanations are clear
4. Ensuring work requirements of pupils are clearly set out, and progress is monitored carefully; clear instructions are given so that activities run smoothly
5. Ensure that misbehaviour is handled quickly and calmly so that the pace of a lesson or activity is not lost and further disruption is minimised
6. Develop good listening skills and react appropriately to pupils' opinions and responses
7. Ensure that work set is appropriate to the pupils' ability

8. Ensure that clear goals are set for each activity and all pupils understand them before a lesson begins
9. Ensure that lessons and activities start and end on time
10. Ensure that classrooms are suited to a particular activity as far as is possible
11. Ensure that seating arrangements are suitable. These will often be dictated by the activity but particular attention should be paid to the location of some pupils and those easily distracted
12. Ensure that external interruptions are minimised wherever possible
13. Ensure that the necessary material for a given activity is available and ready on the tables where applicable – ‘do it nows’ should be visible when necessary
14. Create and update ‘Behaviour Profiles’ for children who require a more unique approach. The aim of a Behaviour Profile is to create a greater understanding of the child in order to de-escalate a situation in the best possible way should it arise
15. Ensure that Behaviour Profiles are shared amongst staff within each Key Stage. These profiles are also shared with supply teachers
16. Ensure that children understand that relationships are important. Greet and be greeted, speak and be spoken to. Smile, relate and communicate. ‘Good starts’ are important at Avondale – each day children are greeted with their own choice of individual greeting at the classroom door
17. Ensure that all children are treated sensitively to maintain their self-esteem. Criticise behaviour if necessary **but not** the pupil

5. Promoting Positive Behaviour

All adults should have high expectations of all children in terms of both achievement and behaviour. They should adopt a positive approach and understand that the use of positive language helps to establish an environment in which children want to both respond and demonstrate their abilities. This can be encouraged by:

- Use of traffic lights system in all classes
- Praising the good work/behaviour of an individual, group or class
- Use praise stamps and stickers
- Team points - totalled each week. Winning house at the end of the term to receive a non-uniform day
- Half term celebration for all those children consistently on green

- Asking the child(ren) to show their work/discuss their achievement with other teachers/Assistant Head/Head teacher
- Inform the child's parents of the achievement
- Display good work in the classroom/wall of fame; show it to the whole school in assembly, use of website
- Celebration Assembly, celebrating the children's achievements within and beyond school, Computing – Buttons Award, Platinum – above and beyond, Pupil of week – children to wear a special black 'Star' jumper for the week, celebrations will also be shared on our website
- Golden time – 20 minutes at the end of each week for children that have remained on green Children on red or amber for that week must not take part in golden time
- Celebratory text home to inform parents that their child has been on green all week – Head teacher to collate information by visiting classrooms Friday afternoon
- Year 6 children to wear blue 'Leader' jumper and sit on stage during celebration assembly

Children cannot do well unless good standards of behaviour are introduced and maintained.

Opportunities for promoting positive behaviour strategies include:

- Whole school and class assemblies - school values will be promoted
- Consistent approach used by all staff – naming the good behaviour and linking it to our school values
- PSHE opportunities - throughout the PSHE lesson and other areas of the curriculum, including themes on citizenship, friendship, anti-social behaviour, bullying, British Values etc.
- Oracy activities, where children learn social skills and ways of communicating their thoughts and feelings in a positive, safe and nurturing environment
- School Council, play leaders, dinner time helpers – who support and help younger children across school e.g. promoting fair and fun play on the school yard, helping infant children with lunch time routines, operating as ambassadors of exemplary behaviour within the school family
- Outside agencies such as the school nurse, Money Matters, PCSOs and other members of the community

6. Discipline in School – Teacher's Powers (taken from DfE 'Behaviour & Discipline in Schools' January 2016) and sanctions at Avondale School.

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property

7. Procedures and Sanctions

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important that sanctions are applied consistently throughout the school. All information regarding behaviour will be recorded on CPOMS – key people will be alerted.

- All classrooms have on display traffic lights
- 'Traffic Light Rules' should be displayed next to the traffic lights explaining consequences of behaviour
- At the start of the lesson all children's names are on GREEN
- If a child has to be asked twice to do something then their names are removed from the green and put close to (but not on) the AMBER
- If the child persists in making the wrong choices, then their name is placed on the AMBER and they have a sanction which is 15 minutes missed playtime/dinnertime. They must reflect on their behaviour. This will be reported on CPOMS by teacher and key people alerted
- If inappropriate behaviour continues, their name moves onto RED. This will be recorded on CPOMS by teacher and key people alerted
- They miss part/whole of their playtime/dinnertime. It may also be necessary for the child to spend some 'time out' in another classroom
- A 'Red Reflection Letter' (Ref appendix 2) form should be completed by the child and teacher and they should take it home to discuss it with their parents
- A text will also be sent to inform the child's parent that a 'Reflection Red Letter' has been sent home

- Class teachers will make the professional judgement as to whether they need to speak with the parent on this occasion depending on the nature of the behaviour
- A copy of this 'Reflection Letter' should also be kept in a central location for the attention of the SLT (File located in the office)
- At the start of the next lesson every child's name returns to GREEN. Every lesson is a fresh start
- If a child has been on AMBER 3+ times within a half term, parents should be contacted to discuss the inappropriate behaviour. Report cards are available to monitor behaviour further
- 'Reward Time' (which takes place at the end of each half term) is a reward for all children who consistently display good behaviour. Examples of reward time are inflatables, class party etc.
- Children who have been on RED (for that half term) are to miss their reward time, however if teacher feels that the incident was a 'one off' the reward time can be earned back. Teacher's discretion is required with this
- Children who have been on AMBER three or more times will also miss reward time – again same as above, teacher's discretion as to whether reward time can be earned back

Certain extreme misdemeanours will automatically by-pass the above progression of sanctions. The list of behaviours and their sanctions should be displayed in every classroom next to the traffic lights. This list was initiated by the school council and is reviewed every three years - all children/teachers and support staff within the school have the opportunity to contribute their ideas to it.

Each half term, CPOMS will be analysed by the Head teacher and SLT and acted upon accordingly. Staff need to be aware of a pupil repeatedly appearing on red/amber. If this is the case, further procedures may be necessary e.g. setting up behaviour chart, home/school liaison etc, nurturing sessions, ELSA sessions etc. Behaviour assessment will also be used on targeted children in order to plan for next steps. The SEND team and Pupil Wellbeing Team should also be alerted on CPOMS.

Bullying in particular is not tolerated at Avondale (ref Anti –Bullying Policy and appendix 3). Within school, there may be certain children who have an IBP for behaviour. This IBP will include strategies to be put in place if inappropriate behaviour is shown – this might not be part of the traffic light system. Reasonable adjustment will be made where necessary for children with SEND needs. In some cases, time out sessions with a named adult will be necessary. It is the responsibility of the class teacher to make this information available to whoever is taking their class.

(See appendix 4 for sanctions)

8. Visits, School Journeys, School transport and Beyond the School Gate

All of the aims, responsibilities and guidance set out above apply when children are involved in any educational, sporting or social activity off the school site and on occasions beyond the school gate. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school. For the avoidance of doubt, the principles and provisions of this policy will apply in all situations when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at Avondale School
- Or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school

In such circumstances the Head teacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority 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 should always be informed.

School staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. School staff must follow the school's safeguarding policy.

9. MIDDAY SUPERVISION

See Lunchtime Policy

10. POLICY FOR SCREENING and SEARCHING PUPILS (with reference to the DFE guidance for governors)

The governors recognise that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The **general power to discipline** enables a member of staff to 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 governors have agreed that any item confiscated will be returned to the child's parent.

2. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search – weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

The governors have agreed that whilst such items have never been confiscated before, where staff are suspicious that a pupil may have any item listed above, then they **MUST** follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to the Head teacher who will in turn contact parents to discuss the incident. The Head teacher may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, School Nurse, Police etc.).

11. Policy for Restraint of Pupils

(Please see Use of Reasonable Force Guidance – 2013 – reviewed 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf and

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish>

The use of physical force by teachers and others authorised by the Head teacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006. Teachers 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
- 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

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path - if this keeps the child or other children away from harm
- Holding - see restraint techniques from Team Teach
- Leading a pupil by the hand or arm – if this keeps the child or other children at harm
- Shepherding a pupil away by placing a hand in the centre of the back

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should consider the risks carefully and recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

SENCO and SLT have carried out risk assessments and have in place Individual Behaviour Plan/Positive Handling Plans for those children identified with an increased risk of having to have physical intervention. 'Team Teach' trained staff should always be called for as soon as possible when an incident occurs. By planning positive and proactive behaviour support for our more vulnerable children, and agreeing them with parents and carers, we can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Before intervening physically, staff - when possible - should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The staff member should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

Staff will always summon help from another adult as close to the time of the incident as possible. The pupil should be informed that help has been sought.

Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

In the event of a serious incident the staff member must provide a record on CPOMS detailing key information (see listed in appendix 5). Details must include:

- The name(s) of the pupil(s) and where the incident took place
- The names of any other staff or pupils that witnessed the incident
- The reason that force was necessary – for example, to prevent injury to the pupil, another pupil or member of staff
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defused or calm the situation, the degree of force used, how it was applied and for how long
- The pupil response and the outcome of the incident

- Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damages to the property

The SLT/ Head teacher/Pupil Well Being Lead will take responsibility for informing the parents verbally or in writing of any serious incident. Minor incidents should be reported by teachers to parents verbally on the day of the incident. If the child is collected by someone different then a phone call should be made to inform the parents at the earliest opportunity.

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.

Six members of staff have been trained by 'Team Teach' in restraint techniques.

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe". (George Matthews – Director)

12. Bullying

- The school takes bullying very seriously. However, the term "bullying" needs to be clarified. It is our experience that, after investigation, many children who speak about being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not bullying
- The Anti-Bullying Alliance defines bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or through cyberspace (e.g. on-line, via social media or texting)"
- This may take two forms. The most obvious situation is where one or more children, on repeated occasions, deliberately act in such a way as to distress another child. In such cases, the bullies are more readily identifiable. There may be cases, however, where a child is subjected to inappropriate behaviour on repeated occasions, but the perpetrators change from incident to incident. In these cases, it is not always appropriate to label individual children as a bully.
 - We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

Several
Times

On

Purpose

- The school has a number of strategies for dealing with this situation at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that all staff will listen and act swiftly in order to deal with such issues.

Please refer to schools' Anti-Bullying Policy and appendix 3 for the different types of bullying.

13. DFE Advice for Parents and Carers on Cyberbullying

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

14. Racial Harassment

The school has a duty under the Race Relations Act 1976 to promote race equality. This means that there is a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

As a school it is particularly important that we help children to understand other cultures and the wider world. In line with the Government's 'Revised Prevent Duty Guidance', schools are specifically required to actively promote fundamental British Values – which include mutual respect and tolerance of those of different faiths and beliefs.

Racial abuse of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be.

Where a child is proved to have been involved in a further racist incident intending to cause offence, parents are contacted immediately and appropriate sanctions are imposed.

The incident is recorded using LA guidelines and a copy of the report is sent to the LA and any incidents are reported at governing body meetings.

15. Exclusion

The Head teacher has the duty to maintain discipline and good conduct to secure an orderly learning environment.

In furtherance of this, the Head teacher has the right to exclude children from school at her own discretion, either temporarily or permanently.

The Head teacher of a school can exclude a pupil on disciplinary grounds.

The behaviour of pupils outside school may be relevant and can be considered as grounds for an exclusion decision.

A fixed period exclusion can also involve a part of the school day; for example, if pupils' behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

When establishing the facts in relation to an exclusion the Head teacher must apply the civil standard of proof and not the criminal standard of "beyond reasonable doubt". This means that if something is more likely than not to have occurred ("on the balance of probabilities") then the standard is met.

Head teachers should be confident in using exclusion where they deem it to be a lawful, reasonable and fair sanction. The use of exclusion should reflect the importance of good behaviour for the education and welfare of all pupils.

In considering whether to exclude a pupil, Head teacher should weigh up the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding the pupil on the school as a whole and the integrity of its behaviour policy.

Whilst every effort should be made to identify pupils at risk of exclusion, and to put in place strategies to address problematic behaviour, adopting a blanket approach of never excluding pupils may undermine the school's ability to maintain discipline.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Before the decision to exclude is made, the Head teacher will naturally consider all relevant facts and firm evidence and allow the accused child to give his or her account of the incident.

Permanent exclusion would be used for the most serious of incidents or pattern of behaviour. The DfE document, Exclusion from Maintained Schools – Guidance July 2017 states: It is for the Head teacher to decide whether a child's behaviour warrants permanent exclusion, though this is a serious decision and should be reserved for:

- a serious breach, or persistent breaches, of the school's behaviour policy
- where a pupil's behaviour means allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Informing Parents of Exclusion

Whenever Head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
- the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- the parents' right to make representations about the exclusion to the governing body (in line with the requirements set out in paragraphs 52 - 60) and how the pupil may be involved in this;
- how any representations should be made;
- and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

16. Provision for Professional Development / INSET / Support for staff

Provision for assimilation by all teaching and non-teaching staff will be through:

- INSET
- Induction of new staff (teaching and non-teaching)
- Inclusion in 'Internal Consistencies' document

17. Pastoral Care for School Staff Accused of Misconduct

Pastoral support will be available for school staff accused of misconduct, drawing on the advice in the 'Dealing with Allegations of Abuse Against Other Staff' guidance.

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation.

18. Malicious Accusations

Swift disciplinary action will be taken against any pupil who has been found to have made a malicious accusation against school staff. The Chair of Governors will be informed.

19. Review

The policy will be reviewed through and by consultation with staff, the Head teacher and governors.

Any amendments to the policy arising from the review procedure will go to consultation with staff and governors for approval and ratification.

This policy complies with section 89 of the Education and Inspections Act (2006) and the statutory guidance Behaviour and Discipline in Schools (advice for Head teachers and school staff – 2016)

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Appendix 1



Unfortunately, your child was moved onto 'red' today due to inappropriate behaviour. As a result s/he missed part of a break time in order to reflect on how s/he can avoid this behaviour in the future.
At this time, you are not required to meet with the class teacher but we would like you to discuss this incident with your child at home. Of course, if you do want to talk to us then please feel free to get in contact – having strong home/school links is the only way to provide the best for our children.

NAME:		
DATE AND TIME OF DAY:		
STAFF MEMBER:		
WHAT HAPPENED / WHAT I DID:		
WHY I DID IT:		
WHICH SCHOOL VALUE/RULE I BROKE:		
WHAT I NEED TO DO NOW TO MAKE THINGS BETTER:		
WHAT WILL I DO NEXT TIME INSTEAD:		
EXTRA COMMENT FROM STAFF MEMBER:		

TYPES OF BULLYING

Bullying can take many forms and, as a school, we will not tolerate bullying of any kind.

The main types of bullying can be identified as:

- Physical - kicking, hitting, pushing, poking, biting, pinching etc.
- Verbal - name calling, taunting, making offensive comments, sarcasm, threats teasing, belittling, spreading rumours
- Emotional – isolating others, tormenting, taking belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
- Cyber bullying - the use of text messaging, emailing, videoing and internet usage deliberately to upset someone else , posting on social media, sharing photos, social exclusion
- Homophobic bullying- name calling, taunting, making offensive comments
- Transgender bullying- name calling, taunting, making offensive comments
- Racist bullying- name calling, taunting, making offensive comments
- Disability-based bullying- name calling, taunting, making offensive comments
- Appearance-based bullying- name calling, taunting, making offensive comments
- Indirect – can include the exploitation of individuals

Bullying of any type is completely unacceptable in our school under any circumstances. Our children are frequently reminded of this and are instructed to inform a member of staff if they experience bullying in any form. Children should not feel frightened or worried about informing an adult if they have any worries relating to bullying.

BEHAVIOUR IN AND OUT OF SCHOOL SANCTIONS

Use of traffic light system - Verbal warning x2 - move outside amber



3rd warning - move to amber - loss of privileges (break time or lunchtime)

Record on CPOMS

3 + ambers in a half term – parents must be contacted over behaviour –

Report on CPOMS and alert key members of staff - record meeting with parents on

CPOMS – possible use of amber report card

4th Warning - record made on CPOMS when child moves to red

Reflection letter - appendix 1 accompanied by a text sent home. If more than 2 reds recorded in a half term see below.



Class teacher must contact the parents to arrange a meeting to discuss behaviour and agree actions.

Possible use of red report card and behaviour chart. Year 6 blue 'leader' jumper to be removed – replaced with red one.

Once improvement in behaviour has occurred jumper to be returned – approx. 2 weeks. Agreed actions entered into CPOMS

A lack of willingness to meet or engage by the parents should be reported to the SLT immediately.



If inappropriate behaviour continues then a behaviour strategy meeting will be arranged involving parents, class teacher, Head teacher/SLT and SENCO/Pupil Wellbeing.

A behaviour support programme with an associated individual behaviour plan and targets will be devised.



Short term and permanent exclusions.

IMPORTANT

Any major incident, act of violence, racist or bullying incident can lead immediately to the most severe sanctions.

Record of the Use of Reasonable Force

Avondale
Primary School

Details below to be included in written account on CPOMS

NAME: _____
Date and Time of Incident: _____ **Place:** _____
Staff/ client witnesses

Why was reasonable force thought necessary?
Was the client concerned liable to injury? Yes / no
Were other clients liable to injury? Yes / no
Were staff liable to injury? Yes / no
Was property about to be damaged? Yes / no
Was good order prejudiced? Yes / no

At least one of the above MUST be yes to justify the use of reasonable force

Did the incident include
any of the following?
(please tick):

Racial ☐

Drugs/
Alcohol ☐

Sexual ☐

Bullying ☐

Weapons ☐

How did the incident begin? What techniques other than physical control were used to defuse the situation? What measures were taken to avoid harm to the client?

Indicate in this section the de-escalation strategies (the 95% section of Team Teach) used to try to divert/calm the situation

Description of physical intervention/ control/ restraint used, including degree of force, how that was applied and for how long.

Record of any injuries to client/ staff (a body map should be attached) or damage to property

Measures taken to ensure the client was calmed after the incident

How were parents/carers informed?

0
10
20
30
40
50
60
70
80
90
100