



William Levick Primary School Behaviour policy and procedures

Aims

The staff and governors of our school believe good behaviour is necessary in order for effective teaching and learning to take place. The main aim of this policy is to outline our common, agreed approach to promoting high standards of behaviour at William Levick Primary School.

We want all our children to realise a sense of self-esteem and of belonging, whatever their age, sex, cultural or socio-economic background. Most importantly, we want to give all children every opportunity to reach their full potential in all aspects of educational and social development and achieve a sense of well-being.

We want all children to understand that their behaviour has an impact on others and themselves, both positive and negative. The consequences of negative behaviour can lead to appropriate sanctions, encouraging and supporting the child not to repeat that particular behaviour.

This policy is written in the belief that school can make a difference to a child's development. We recognise the high level of commitment and partnership required from everybody – children, parents, carers, staff and governors to put this policy into action.

Policy Statement

At William Levick Primary School we aim to maintain a calm and orderly environment where all members of the school community feel safe and happy and are able to learn effectively. We believe that this is achieved through having a behaviour policy which is fair and applied consistently.

Our emphasis is on promoting positive behaviour and acknowledging, through rewards and praise, those children who are demonstrating appropriate behaviour. We believe that this approach helps to prevent poor behaviour in many situations. We see it as our responsibility to ensure children understand what constitutes inappropriate behaviour and see that there are consequences for inappropriate actions.

We will always seek to identify the root cause of any poor behaviour and provide appropriate support to allow the child to amend their behaviour. This may involve working with parents / carers and / or outside agencies.

We will record any incidents appropriately using agreed school methods and will be mindful of any situations which may constitute bullying. If there is evidence to suggest that bullying has taken place we will act within the guidelines of the anti-bullying policy and procedures document.

We consider the behaviour of every child to be the responsibility of every member of staff and should be dealt with as per the procedures outlined below.

Internal procedures

At William Levick we have a set of five whole school values that provide the backbone for our behaviour policy. These have been developed through consultation with governors, parents / carers, children & staff and are as follows:

Respect, cooperation, responsibility, perseverance and positivity.

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Through assemblies and class discussions these values are explored. Children are expected to demonstrate these values and are encouraged to acknowledge them in each other.

In order to re-enforce the values and to promote positive behaviour children are rewarded using verbal praise, house points, stickers, certificates, Golden Time and ticks on a register against their name. Ticks are awarded for positive behaviour in and around school for such incidents as following instructions, being focused in class and moving sensibly around school. These ticks work concurrently with any warnings a child might receive during the day as explained below.

Children displaying poor behaviour see the consequences of their actions predominantly through a tiered warning system, as follows:

1st warning: a verbal warning, designed to explain to the child that what they are doing is wrong and to remind them of the 5 school values they should be displaying and what positive behaviour looks like.

2nd warning: loss of 5 minutes of playtime (either at break or lunch) and the Headteacher (or member of the Senior Leadership Team) informed

3rd warning: loss of all playtime (or equivalent at lunchtime) and the Headteacher (or member of the Senior Leadership Team) informed

4th warning: loss of Golden Time and the Headteacher (or member of the Senior Leadership Team) informed

5th warning: parents / carers contacted by the Headteacher (or member of the Senior Leadership Team)

In rarer cases children may be excluded from trips and events, or have internal exclusions. In more extreme cases, children may be excluded from school. Any such incidents will be reported accordingly and the school's Exclusion Policy will be adhered to.

If a child acts or speaks inappropriately or dangerously, the 1st warning/s may be bypassed by staff.

In the Foundation Stage (FS) children receiving the equivalent of a 2nd warning will immediately be given time out and will lose 10 minutes of their free exploring time. An adult in FS will discuss with the child why the behaviour is inappropriate and what they must do to improve their behaviour.

During lost break time for the 3rd warning children will use their time to discuss their behaviour with the Headteacher or in their absence a member of the Senior Leadership Team (SLT)

At break time the same principles apply. Any adult administering a warning or warnings should send a message to the relevant class teacher at the end of the break time.

At lunchtime, if there are any incidents that may constitute a warning or warnings, Lunchtime Supervisors should send for the Headteacher (or member of the SLT) to discuss the incident with the child and administer the appropriate warning if necessary. This information should then be sent to the relevant class teacher.

Children are able to earn warnings back by accumulating ticks. For example, if a child is given a 1st warning for inappropriate behavior, but then receives a tick, then the child will have no warnings against their name again. This also works conversely. If a child has already achieved a tick and then gets a warning, this means the child loses the tick.

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Teachers reserve the right to bypass this part of the behavior policy if an action is deemed too serious. In this case, the matter will be referred to the Headteacher (or SLT) who will decide on the most appropriate form of action.

All ticks and warnings begin again each day, though sanctions may have to be delivered on the next working day if warnings have been accumulated late on the day before.

From 2:45pm on Friday afternoon, all classes have Golden Time, unless this has been revoked by incidents of inappropriate behavior as outlined previously.

Behaviour is monitored regularly. If the Headteacher has received a number of incidents in a short period, then they may decide to invite the parents / carers into school for a meeting. Support will be put in place for the child in order for them to show positive behaviours. This may include personalised behaviour programmes in the form of report cards or sticker charts, for example.

If a child's behaviour doesn't improve as a result of the above procedures, support and sanctions as detailed in the school's Exclusion Policy will be applied. See Appendix 1 for more information on exclusion.

Failure to complete work

If a child fails to complete a realistic amount of work due to poor behaviour or time wasting, we will expect this to be done during playtimes/lunchtimes. This must be done under the supervision of the teacher. Children will not be "kept in" for the whole playtime or lunchtime. Work may also be sent home for completion. This would be accompanied by an explanatory note from the teacher.

Verbal praise, stickers and house points are used in class to reward good work / effort etc. House points are collected each week and are communicated to children in Friday's celebration assembly. Once a house receives 1000 points they will receive a dress down day the following Friday, or the next available Friday. The House that wins the week will receive additional time on the trim trail at playtime and lunchtime the following week.

Parents/carers are encouraged and helped to support their child's education, just as the pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to children's behaviour are outlined in the 'Home School Agreement' which pupils and parents/carers are asked to sign when a child joins the school.

Special considerations

We are an inclusive school. We appreciate that children may have additional, complex special educational needs, (and will usually have an Educational Health Care Plan), and will take this into account when applying the Behaviour Policy. However, we also believe that every child has the right to feel happy and safe in school. Please also refer to the Equality Policy.

Outside help

If it is felt that specific children require help/support from outside agencies, this will be arranged by the Headteacher or Special Educational Needs Co-ordinator.

Please see Appendix 1 for additional information on sexting, exclusion, screening & searching (including confiscation), use of reasonable force and discipline outside the school gates.

Appendix 1

Cases of Sexting Disclosure

There are many different types of sexting and so each case should be considered on its own merit. Where a child discloses receiving inappropriate images, specific action may be taken. This may include:

- Informing Designated Safeguarding Lead, or in their absence the Deputy Designated Safeguarding Lead
- Inform Headteacher/SLT
- Record incident
- Confiscate the device
- Block networks to all users

If the nature of the incident is considered “high risk” social care may also be contacted.

The school takes any accusations against staff that are found to be malicious very seriously. Any accusations found to be malicious will at least be escalated to the 5th warning, but is also likely to result in exclusion. In any case of malicious allegations, Dealing with Allegations of Abuse against Teachers and any other staff guidance documents when setting out the pastoral support that school staff should expect to receive will be adhered to, as well as the advice found therein. Staff so accused should not be automatically suspended pending an investigation.

Exclusion

The ultimate sanction will be to exclude a child for a fixed period or on a permanent basis. This step would only be taken in cases of serious or persistent misconduct or where the safety of other members of the school community are threatened. When things go wrong, the governors are not prepared to tolerate disruptive, violent or undisciplined behaviour which affects the education or safety of the pupil concerned and other pupils and staff of this school.

In such a case, the latest Derbyshire County Council Guidance for Governors as well as the school’s Exclusion Policy, will be followed.

Below is a non-exhaustive list of some of the behaviours that could constitute an exclusion of some form:

- Serious, actual or threatened violence against another pupil or member of staff
- Sexual abuse or harassment
- Presenting a significant risk to the health and safety of other pupils
- Persistent, regular or malicious disruptive behaviour
- Open defiance or refusal to conform with agreed school policies and procedures

Only the Headteacher (or nominated representative whilst Head is out of school) can decide to exclude. However, the Guidance states that if:

- a) there is a fixed period exclusion of over 15 days total in any one term
 - b) on parental request, in the case of exclusion of less than 15 days
- the Governors’ Disciplinary Committee must meet to decide whether to uphold the Headteacher’s decision.

The procedures for exclusion are set out in the Governors Guide to the Law 2010. In any event, the Exclusion Policy will be followed.

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Screening & Searching:

Key points - Searching

School staff can search a pupil for any item if the pupil agrees, although the ability to give consent may be influenced by the child's age or other factors.

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

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Searches will usually take place in non-communal areas for increased privacy, dependent on what is being searched for and the manner of the person being searched. It will also ideally be conducted by two staff members, one to be a member of the SLT, but not necessarily both. Any banned items found will be immediately confiscated. They will be given to the police if it involves a criminal activity. Parents will be contacted in any case, but do not have to be contacted before a search. Any such findings of a banned item will bypass the warnings system in school and may result in an exclusion being applied.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

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Key Points - 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 behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Any member of school staff can screen pupils.

Also note:

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

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

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

For more information, when searching, screening and/or confiscating, the school will act within all guidance found in the DfE document 'Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies' (February 2014)

Use of Reasonable Force

Key points

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

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

When can reasonable force be used?

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

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.

For more information on the use of reasonable force, the school will act within all guidance found in the DfE document 'Use of Reasonable Force - Advice for headteachers, school staff and governing bodies' (July 2013)

Discipline outside of the school gates

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. In such circumstances, and wherever possible, the school will apply the same sanctions as detailed above in the main part of the Behaviour Policy for when in school. However, some forms of behaviour occurring outside of the school grounds may well result in some of the warnings being bypassed. For example, in the event of online bullying, the Headteacher may wish to escalate to the 5th warning and speak to parents, as opposed to going through the warnings.

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This policy has been reviewed and approved by the staff and governing body:

Date: July 2017

Headteacher's signature: _____

Chair of Governor's signature: _____

Date of next review: July 2018