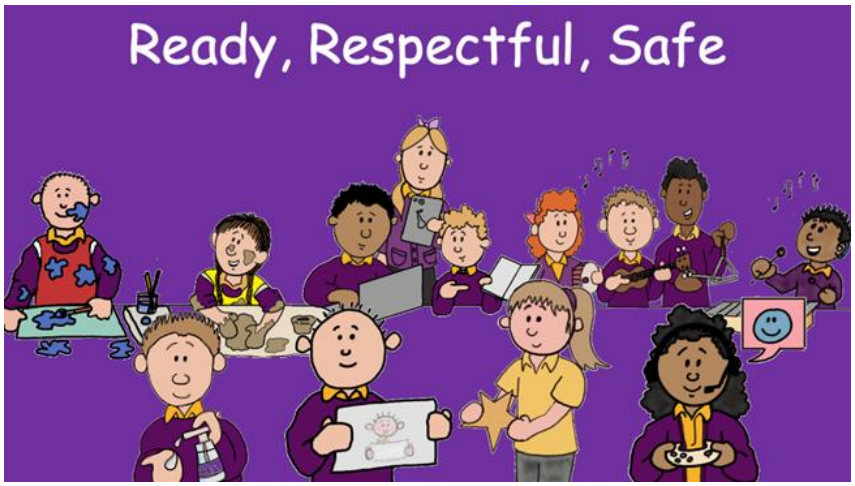
John Fletcher of Madeley Primary School

*"Whatever you do, work at it with all your heart"*, Colossians 3:23

# Positive Behaviour Policy




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| Developed by: Stacey Griffiths | September 2024<br>Revised September 2025 |
| Approved by: Staff and Governing Body | September 2024<br>Revised July 2026 |
| Approved by:<br>Children's Safeguarding Board and pupils | To be reviewed July 2027 |
| Monitoring and Evaluation:<br>Senior Leadership Team and Governing Body | |
| Main ECM focus: Stay Safe and Make a Positive Contribution | |
| Head of Inclusion: Sarah Wust supported by the Senior Leadership Team<br>Inclusion Governors: Jackie Bletcher | |
| Review Date: July 2026 | |

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# Our Vision

"***Whatever you do, work at it with all your heart***", Colossians 3:23

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| Our Vision | In our school our Christian vision, and the values that underpin it, shape all we do. They are not only for our children but the school community as a whole.<br><br>It is our belief that each child is a unique individual – a creation of God, and every child, without exception, is precious. Our aim is to nurture and encourage them to recognise this in themselves and others, and so be the best that they can be: to know that if they put their heart into what they do, they can realise their dreams.<br><br>In this way, we develop happy, successful and flourishing life-long learners. |

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|---|---|
| Our Values | **Hope and Aspiration** ***"We believe we can"***<br><br>We want to inspire our learners and the community to see learning as a joy: a gateway to a successful future.<br><br>This can be demonstrated in the Parable of the Mustard Seed (Matthew 13: 31-32): *"The Kingdom of Heaven is like this. A man takes a mustard seed and sows it in his field. It is the smallest of all seeds, but when it grows up, it is the biggest of all plants. It becomes a tree, so that birds come and make their nests in its branches.'* |
| | **Resilience and Perseverance** ***"We know we can"***<br><br>Our School was named after John William Fletcher, the Vicar of Madeley, who was one of the founders of the Methodist Societies which later became known as the Methodist Church. John Fletcher was a humble man of great faith. He chose to fulfil his mission within Madeley, knowing he would have a difficult challenge. Everything he did, he worked with his whole heart.<br><br>And so, we want all our learners and school community to have a positive mindset: to be able to have the self-belief to work through something when it is difficult.<br>We remember the words of St. Paul: *"I can do all things through Him who strengthens me*". (Philippians 4:13) |
| | **Compassion and Forgiveness** ***"Together we can"***<br><br>Recognising that everyone is different and everyone is precious, we want to foster a safe learning environment by supporting our school community to love each other unconditionally, taking care of each other and our environment.<br>This means to treat each other and our environment with love, kindness, respect and to show forgiveness for one another.<br><br>This can be demonstrated in the Parable of the Good Samaritan (Luke 10:25-37) and the words of Jesus (Matthew 18:21-22) – *Then Peter came to Jesus and asked, "Lord, if my brother keeps on sinning against me, how many times do I have to forgive him? Seven times?"*<br>*"No, not seven times", answered Jesus, "but seventy times seven".* |

This policy is to be read alongside our other school policies including:

Child Protection and Safeguarding policy and associated policies
Managing Child-on-Child Abuse policies
Anti-Bullying Policy
Behaviour Curriculum

## 1. Aims

- To create a welcoming and safe learning environment in which everyone can be successful.
- To create a culture of positivity and love, refusing to give importance and attention to poor conduct.
- To develop a consistent approach across the school, which all children know and understand.
- To nurture the belief that children can improve their behaviour by making better choices, and they are responsible for the consequences of their actions.
- To build a community which values kindness, compassion, forgiveness, dignity, humility, peace and integrity.

## 2. Purpose

To provide simple, practical procedures for staff and children that:

- Encourage children to recognize behaviour that is expected and why;
- Positively reinforces these behavioural expectations through positive intervention;
- Promote self-esteem and self-discipline;
- Ensures positivity far outweighs negativity.

## Our behaviour policy takes individual needs into account

As we aim for a child-centred approach to learning as one size doesn't fit all, so we must think about the **child-centred approach to discipline**. What works for one child, may not work for another. Especially in these times, children with difficulties in managing behaviour will need a more targeted approach, pastoral support and therapeutic strategies.

However, appropriate, fair and proportionate sanctions are necessary. Engagement with learning is always the primary aim. Although there are occasions when it is necessary, every minute a child is out of a lesson is one where they are not learning.

For children and parents: Please note we will not discuss a child's sanctions with another parent/child.

## 3. Rights and Responsibilities

### Responsibilities of staff:

To provide a culture whereby mental health and well-being of pupils and staff is paramount.

- Teachers will be aware that the current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour. Leaders and teachers will follow guidance on mental health and behaviour in schools, which sets out how mental health issues can bring about changes in a young person's behaviour or emotional state and how this can be reflected within the approach to behaviour set out in Creating a Culture.

Members of staff who manage behaviour well:

- Model what good and safe behaviour looks like
- Define and teach good and safe behaviour
- Deliberately and persistently catch children doing the right thing and praise them;
- Know their classes well and develop relationships with all children;
- Sustain a passion for their subjects to break through the limiting self-belief of some children;
- Relentlessly work to build mutual respect;
- Demonstrate unconditional care and compassion
- Communicate regularly with parents

### Responsibilities of Pupils

Children will know and understand how we are READY, RESPECTFUL and SAFE by:

- Understanding the importance of social distancing and good hygiene
- treating others and the school environment with consideration and respect
- listening when it is others' turn to talk
- doing what we are asked to do by all staff
- sorting out difficulties without making matters worse
- asking for help if we need it and to do our best to let others learn

- demonstrating appropriate behaviour as guided by our Christian values and School Vision

"***Whatever you do, work at it with all your heart***", Colossians 3:23

**Responsibilities of Parents**

- To support all staff in their efforts to create an 'as safe as possible' environment during this crisis
- To strictly stick to the school timings for your child;
- To ensure your child does not bring any items into school with them or take items home from school;
- To set the best example for your children
- To treat other people's children with respect and tell school if there are concerns
- To talk to your children about the things they learn in school
- To tell school about anything that may affect your child's learning or behaviour
- To support school in reinforcing what is expected and appropriate
- To be understanding and to realise that there will always be reasons for behaviour – you won't know the background or private difficulties someone else's child may be experiencing and this will not be disclosed to you.

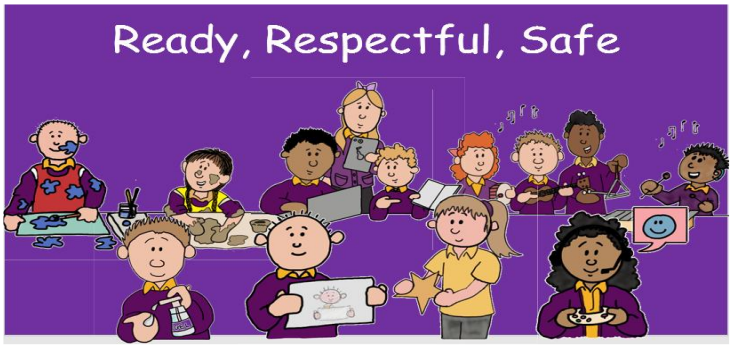
**Responsibilities of Governors**

- To set the best example to the children, when visiting the school
- To ensure our school provides a safe and stimulating environment by taking an active interest in the life of our school
- To be mindful of our overarching role, amongst our various stakeholders, thus ensuring the best for our pupils

# 4. Our Rules

We have three simple rules:

To be:




Each class has an agreed code of behaviour displayed on the classroom wall.

## 5. Consistency in excellent behaviour management

To develop a truly successful, sustainable culture, each and every member of staff needs the determination and drive to hold firm. It cannot be simply a toolkit of strategies and instant solutions. Consistency lies in the behaviour of adults and the hard work put in to building relationships, being relentlessly positive, resetting expectations when they have been broken, and not giving energy to negative behavior.

**All staff must:**

- Take time to welcome children and parents at the start of the day;
- Be at the door of their teaching rooms at the beginning and end of each lesson;
- Never walk past or ignore children who are behaving badly;
- Model positive behaviours and build relationships
- Model and teach our Behaviour Curriculum
- Always redirect children by referring them to **Listen, Be Kind** and **Respectful**.
- Be a daily visible presence around the school;
- Be relentlessly positive: Praise the behaviour you want to see
- Not leave behaviour for senior leaders to deal with as this undermines their own authority and respect

**Middle and senior leaders must:**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.

- Be a visible presence around the school site;
- Regularly celebrate staff and children whose efforts go above and beyond expectations;
- Encourage use of positive praise, phone calls and notes;
- Ensure staff training needs are identified and targeted;
- Use behaviour information to target and assess interventions;
- Support teachers in managing children with more complex or entrenched negative behaviours.

**Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others (if they are comfortable with this);
- Know their classes well and develop relationships with all children;
- Sustain a passion for their subjects to break through the limiting self-belief of some children;
- Relentlessly work to build mutual respect;
- Demonstrate unconditional care and compassion.

**Children want teachers to:**

- Give them a 'fresh start' every lesson;
- Help them learn and feel confident;
- Be just and fair;
- Have a sense of humour.
- Care

The way children feel about themselves and their abilities is very much affected by teachers' evaluation of their worth. These feelings influence the way they perceive the authority of the school. Where children feel they are valued, they respect adults and accept their authority.

## 6. Promoting Good Behaviour – Rewards and Sanctions

Good behaviour is helped when everyone remembers to do what is expected of him/her:

- Staff praise children when they see good behaviour
- Staff focus on the positive behaviour they see

- Staff tell children clearly what is expected of them
- Children remember what is expected of them
- School and classroom rules are consistent and fair
- Rules are regularly reviewed with staff and children together
- Coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development
- Staff regularly inform children's parents of good behaviour or achievement through 'Good Mentions', lunchtime awards, breakfast and after school club awards
- When children have worked hard on a task and produced excellent work this is displayed as an example
- In P.S.H.E. and R.E. lessons children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities
- We promote Christian and Modern British Values
- In assemblies children are encouraged to think about and pray for others
- In all subjects children are taught the skills of resourcefulness, reciprocity, resilience and reflectiveness, through our Building Learning Power programme

## Rewards

We believe that good behaviour should be consistently rewarded:

General

- Verbal praise and encouragement
- Responsibilities and privileges
- Pompoms at lunchtimes to be earned – classes with the most pompoms earn a Golden Lunchbox treat at the end of each week
- 'Best Seats in the House' – children who always show their very best behaviour and effort can earn a special seat in our Purple Book assembly on a Friday
- Dojo points – we use Class Dojo to award children dojo points for effort and behaviour. Parents may sign up to this to see in real time when points are awarded. ONE dojo is given for a special behaviour seen. FIVE dojos are given for reading each week.
- If a child reaches 200 dojo points, they are given a reward card to 'cash in' for a non-uniform day of their choice. They will need to bring the card back in order to do so.
- Stickers or tokens for immediate impact
- 'Great day' or 'Thank you' cards for immediate impact
- Celebrate success by showing another member of staff
- Celebrate success by showing the Headteacher, and earning a Headteacher sticker

- Entry in to the Purple Book of Stars, with weekly celebrations in Collective Worship and a certificate to take home
- Entry into the Golden Book once a half term to be celebrated with parents

## Unacceptable Behaviour

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation.

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a sanction.

Categories include:

- disrupting other children's learning
- violent behaviour or hurting others
- deliberate offensive language (including racial and homophobic abuse)
- deliberate rudeness
- name calling
- vandalism
- disregard for school rules and procedure
- theft
- bullying (see separate policy)
- sexual harassment
- drug related behaviour
- carrying a weapon

**Harassment/Bullying**

Harassment and Bullying are behaviours which instil fear and distress in others via threats or by physical or written insult or innuendo. They may take the following forms:

- name calling
- inappropriate jokes
- derogatory remarks
- teasing/taunting
- making fun
- being/feeling left out
- attack on property
- offensive graffiti
- incitement to racism
- use of language or actions making reference to a person's sexual orientation
- disrupting other children's learning
- violent behaviour or hurting others

- deliberate offensive language (including racial abuse)
- deliberate rudeness
- name calling
- vandalism
- disregard for school rules and procedure
- theft
- bullying
- sexual harassment
- drug related behaviour
- carrying a weapon

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

***Dealing with Incidents***

All incidents that may be deemed as harassment / bullying will be recorded and investigated by a member of the Pastoral/Senior Leadership Team, with the outcomes recorded electronically.

**Links to Legislative background**

Children Act 1989 – duty to work with other agencies

Education and Inspections Act 2006 – requirement to have specific policies, powers to discipline pupils for acts committed outside school premises.

Equality Act 2010 – duty to combat harassment, discrimination and bullying

Education Act 2011 – powers to search pupils, powers to access data on personal devices and mobile phones

## 7. Behaviour for Learning: School Staff

As staff, we are proud of being part of a successful team. We support this policy by:

- Ensuring we have a Behaviour Curriculum in place, which sets out what we expect
- Modelling the behaviour we want to instill in our children and deliberately teaching and practicing this with their classes
- Deliberately and persistently praising children for doing the right thing – especially effort;
- Never dwelling on small negatives, but looking for the good in a child
- Knowing our classes well and developing positive relationships with all children;
- Working to build mutual trust even when trust is broken;
- Refusing to give up on any child;
- Demonstrating unconditional care and compassion;
- Adopting the appropriate tone and language when dealing with children' behaviour.
- Ensuring we start lessons punctually;
- Greeting children at the door to our rooms at the beginning of all lessons
- Ensuring children enter the room with the correct uniform and equipment;
- Helping children to persist with and overcome challenges, and providing the resources to do this;
- Giving time for children improve their learning from feedback and marking;
- Celebrating the success of a child's learning;
- Creating a classroom climate that respects all children;
- Promoting self-esteem and self-discipline among children;
- Teaching appropriate behaviour through positive interventions with children.

## 8. Practical steps in managing and modifying unwanted behaviour

As we approach a child to intervene in their poor behaviour, think about the **3 As**

**Audience**

How might the audience affect the interaction? How could they be affected by it? Consider moving to quieter space or having the conversation away from the group.

**Acceleration**

We should make every effort to stop the situation accelerating. Which deceleration/ de-escalation techniques work with this child?

**Anger**

How are we managing our own feelings/anger and the anger/emotion of the child? Our body language and tone of voice can make all the difference. We need to give them time to calm down, think or consider their choices.

We need to remember that, as we aim for a child-centred approach to learning as one size doesn't fit all, so we must think about the child-centred approach to discipline. What works for one child, may not work for another. For example, the loss of a break time or temporary time out to a different class may be a sanction for one child, yet exactly what another child is misbehaving for, in order to achieve.

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All children must be given 'take up time' in between steps. *It is not possible to leap or accelerate steps for repeated low-level disruption.* Severe behaviour will be treated very seriously and parents will be contacted immediately.

| Stage | Actions |
|---|---|
| 1. Praise and reminders | Always **keep praising** the behaviours and effort you want to see. Generic reminders of the expectations wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. |
| 2. Reset | A clear verbal caution to **'reset'** delivered privately wherever possible, making the child aware of their behaviour. Provide no other communication or attention for a short while, but as soon as they show some compliance, praise that. Give only the positive behaviour the attention.<br><br>If low level behavior continues, speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. |
| 3. Sanction | Appropriate and proportionate sanction in place, ranging from fixing what they may have broken, tidying up something that has been thrown around, putting right what has been done wrong, or if necessary, 5 minutes to full breaktime loss (if this is suitable for the child in question. An alternative sanction needs to be sought if not.) This is supervised by the class teacher. Younger children will need shorter, more immediate restorative sanctions.<br><br>If the child misses part of their break time or lunchtime, they will need to complete their time respectfully, otherwise the child will need to repeat the sanction. Depending on the seriousness of the behaviour, a child may need to spend more than one session in sanctions. Children should be sent with their reading books or work to complete. Teachers will chat to parents when necessary. Children may be moved to another classroom with work for a fixed amount of time. |
| 4. Report Cards/Behaviour plan | If further support is needed, a bespoke behaviour plan/report card will be drawn up to support the pupil to improve their behaviour. Targets will be agreed in consultation with the teacher and pupil. Parents/carers may also be asked to contribute active support to the plan. This plan will be reviewed at agreed times. |
| 5. Contact of parents | At this stage, the parents of these children will be informed of their poor behaviour by telephone if possible. This call will be made by the class teacher. The Head of School will need to be informed.<br><br>Serious behaviour may result in the child being risk assessed for safe management in school. |
| 6. Internal exclusions | There are times when children may receive an internal exclusion for more serious actions. |
| 7. After school sanction | In rare cases, KS2 children may receive an after school 'catch up session' for up to 30 minutes if deemed appropriate by the Head Teacher/Deputy Head. Parents will be told the day before. |
| *All stages:*<br><br>Making amends and restorative practice | Making amends, saying sorry and showing forgiveness is an important part of restoring relationships. Where necessary, briefly acknowledge disappointment in choice of behavior, but quickly praise their effort in turning things around, however small.<br><br>***Videogame theory:*** *Children engage with videogames. They have the right level of sanctions and rewards in order to keep the child engaged. If they lose a life, the game resets and children try again. There are no long lectures, dwelling on negatives or analysis of what they did wrong. Given the right conditions, the child will learn.* |

# Bullying

***Definition**: Somebody **persistently** doing something to you, physically, verbally or emotionally that you don't like. Children are taught the 'STOP' acronym to help identify bullying – bullying is Several Times On Purpose.*

All children can fall out with each other from time to time. Everyone has good days and bad days. **When we use the term 'bullying' we do not mean general playground squabbles or disagreements.**

IF YOU HAVE ANY CONCERNS ABOUT YOUR CHILD OR SOMEONE ELSE'S CHILD LET A MEMBER OF STAFF KNOW STRAIGHT AWAY. **DON'T KEEP IT A SECRET OR BE AN ONLOOKER!**

Signs to look out for:

- Child becomes shy, loses confidence
- Sudden temper tantrums or nightmares
- Clothes torn or missing
- "I don't want to go to school", "I feel sick."
- Child may start to bully others.

**REMEMBER** Bullying is a problem that can cause extreme anxiety. Close liaison between home and school will save considerable distress. Once the problem has been recognised solutions can be quickly agreed.

**REMEMBER STOP BULLYING! 'START TELLING OTHER PEOPLE'**

## Severe Discipline Procedure

If necessary some children may need to work on a Behavioural Contract or Modification Programme. This should be arranged with consultation between Head of School, class teacher, home and child.

It may be that the class teacher frequently reminds a child of the school rules (Stage 1) or sends to have 'time out' (Stages 3 and 4), but no further action is taken. Or it may be that a child's sudden bad behaviour means that actions outlined above may be taken immediately.

## 9. Methods for recording breaches of behaviour

All class teachers will record in CPOMS (secure safeguarding and child protection programme for schools) serious incidents: including aggressive/violent incidents, bullying or racist/homophobic incidents. Less serious incidents will be recorded on CPOMS if they are causing concern.

A record of all actions taken with regard to serious breaches of the behaviour code is to be noted on the CPOMS entry, and SLT will analyse the behavioural incidents, reporting the statistics to governors.

## 10. Lunchtime Arrangements

Children are encouraged to play nicely at lunchtimes, with staff and children trained in promoting good behaviour and play leading. Good behaviour is always praised and rewarded using pompoms specifically for lunchtimes.

Should a pupil behave inappropriately at playtime/lunchtime ie, not following instructions from an adult on duty, then the same disciplinary sanction stages will be applied as in class. If frequent or resulting in Stage 3 or above, this will then be then passed on to the class teacher to follow up.

If behaviour is unacceptable at play/lunchtime, and this will include any form of physical contact that is part of rough play, deliberate and calculated to cause hurt or upset, or any form of verbal abuse, the designated Lunchtime supervisor on duty will discuss actions with the pupil and offer alternative choices, following the above sanctions. If the behaviour persists a senior member of staff will meet with the child to discuss behaviour and options. The Lunchtime Supervisor dealing with the incident should inform the class teacher at the end of the session if this is an extreme or repeated incident or the child is being monitored.

If a pupil behaves unacceptably on 3 occasions at lunchtime over any two week period, parents will be contacted by the class teacher, informing them of the situation, warning them that continued unacceptable behaviour may result in exclusion at lunchtime. Parents may be invited to come and discuss ways of moving forward – this may (**in very severe cases**) involve a fixed term suspension for that child from the premises at lunchtimes.

## 11. Severe Behaviour Incidents

In the event of any of the following, **parents will be contacted immediately.** Depending on the seriousness, they may be requested to remove their child from the school premises with a fixed term suspension:

- Actual physical violence towards any member of the school community.
- Taking themselves off of site
- Repeated, targeted verbal or physical abuse (bullying)
- Biting another child or adult (See 'Biting' section pg 15)
- Deliberate offensive language (including racial/homophobic abuse);
- Vandalism;
- Theft;
- Sexual harassment;
- Drug related behaviour;

- Carrying a weapon

If the parent is requested to remove their child from the premises, this will be recorded as a fixed-term suspension.

A meeting will be arranged with the parents to discuss further action and targets agreed for their child signed by all members.

Sending pupils home would be an **absolute last resort**. This is when pupils are refusing to cooperate after having had cool off time, causing harm to others or school property, **and** are a danger to themselves or others. This can only to be decided by the Head teacher.

On returning from fixed term suspension, the child and parents will attend a reintegration meeting with the Head or Deputy to establish actions to avoid a recurrence.

However, in most instances, the Head or Deputy will choose to use 'internal exclusion' for between 1-5 days.

Please note:

Only a head teacher has the power to exclude/suspend a pupil. The decision to suspend a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

• Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.

• Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

• **All children have a right to education.**

If the behaviour continues, the Special Needs Code of Practice will be implemented. Consideration will be given for referral to the **Educational Psychologist**. The **Behaviour Support Team** will be informed and an **Early Help Assessment** completed if concerns deem it necessary to provide multi agency support.

The IBP will be monitored by the SENDCo/Class Teacher/Senior Leader in line with SEND code of practice.

Where the pupil is demonstrating increasingly volatile behaviour which is likely to result in further fixed term exclusion, advise and support will be sought through Fair Access Panel and a Pastoral Support Plan (PSP) written.

If the child returns and continues with Severe Behaviour Incidents at this point the pupil is facing risk of permanent exclusion. This is considered as the last resort.

- Parents will be contacted by phone and Headteacher's decision to exclude will be confirmed in writing within 1 working day. This letter will explain the appeals procedure.
- The Chair of Governors will be contacted and asked to inform the Discipline Committee, ensuring no prejudicial information is given.
- The formal Permanent Exclusion procedure will then begin as described in Telford and Wrekin LA 'Guidance on Permanent Exclusion'.

**Permanent Exclusion**

Whilst the school is committed to inclusion and will always seek to support pupils to improve their behaviour, there may be exceptional circumstances where the Headteacher concludes that permanent exclusion is necessary.

Permanent exclusion may be considered:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others;
- following a single exceptionally serious incident.

Examples of a single exceptionally serious incident may include, but are not limited to:

- serious actual or threatened violence against a pupil, member of staff or member of the public;
- bringing, using or threatening others with an offensive weapon;
- supplying or intending to supply illegal drugs;
- serious sexual violence or sexual assault;
- deliberate acts which place the safety of others at significant risk;
- serious malicious allegations against staff;
- arson;
- behaviour which causes, or is likely to cause, significant injury or serious harm.

These examples are not exhaustive and the Headteacher will consider the specific circumstances of each case.

***See Education Act 2011 Part 2-Displine, subsection 4. APPENDIX 6***

**In cases of bullying we will follow the procedures as laid down in Our Anti Bullying Policy.**

## 12. Racist incidents

John Fletcher of Madeley Primary School takes a no tolerance view to racism. All incidents are recorded, reported and investigated according to the school's Racist Incidents Recording, Reporting and Investigating Procedures.

**The school will record racist behaviour and the LA will be informed as part of our Racial Equality Policy.**

## 13. Guidelines on intervening in fights/disputes

John Fletcher of Madeley Primary has a no play fighting rule to support these events occurring.

However if a child does lose their temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent any harm to any pupil
- We need to set an example to pupils as to how to handle difficult situations
- We will always listen to children
- To assess the severity of the situation
- To send a reliable child for additional help if necessary
- Verbally to move other children away
- Verbally separate the children involved – tell them to stop in an assertive voice

• Standing between the pupils may be appropriate to stop the fight

• It is school policy to intervene and physically prevent a pupil form hurting him / herself or anyone else (see the school's Positive Handling policy)

• Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story

• The incident will be recorded in CPOMS, and if the incident is considered serious enough, the pupils will be sent to a senior member of staff. The Head Teacher will informed.

**Please see our Child-on-Child Abuse Policy for greater detail regarding child-on-child abuse incidents, as well as our Anti-bullying policy.**

## 14. Leaving the Classroom or School Grounds

If a pupil runs out of a class we will establish where they have gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken themself 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.

Sanctions for this will be decided by the Head of School, depending upon circumstances.

## 15. 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.

## 16. Searching and confiscation

The Headteacher has 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. (See appendix 1)

## 17. Physical Intervention

The use of physical intervention is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting themself and/or others 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 will be recorded. (See appendix 2 for guidance)

## 18. Pastoral care for school staff

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

## 19. Biting Incidents

***Reception***
If biting occurs in the Reception classes a more sympathetic approach will be taken due to the developing physical, emotional and social aspects. If a child bites another child the incident will be recorded on CPOMS with some strategies to cope and learn how to deal with their emotions in a more positive/constructive manner. The parent/parents will be called and a copy of the incident form with targets should be sent home for a parental signature.

***Key Stage 1 – Year 1 and 2***
If biting does occur in this Key Stage it will be up to the teacher's discretion whether the incident was serious enough without other reasons or causes for the child to be subject to a fixed term suspension. The incident will be recorded on CPOMS with some strategies to cope and learn how to deal with their emotions in a more positive/constructive manner. The parent/parents will be called and a copy of the incident form with targets should be sent home for a parental signature.

***Key Stage 2 – Years 3 – 6***
The child will be subject to a fixed term suspension. The incident will be recorded in CPOMS with some strategies to cope and learn how to deal with their emotions in a more positive/constructive manner. The parent/parents will be called and a copy of the incident form with targets should be sent home for a parental signature.

## 20. Success Criteria

Indications that this behaviour code is succeeding could include:

- A reduction in the number of incidents recorded in the behaviour logs.
- A reduction in the number of incidents referred to the Head Teacher.
- Positive feedback from teachers, support staff, parents and pupils.
- Observation of positive behaviour in class rooms, corridors and outside areas.

An action plan will be drawn up to reduce incidents if necessary.

## 21. Fair Access Protocol

Fair Access Protocol: A copy of this can be provided by School. Telford and Wrekin only.

## 22. Home-School Agreement

This document is a contract between pupil, parent and school that ensures that each party is aware of their rights and responsibilities with regard to being educated at John Fletcher of Madeley Primary School. This is signed by all parties when a pupil enters the school.

## Appendix 1 - Searching and confiscation

The Headteacher has 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 and Senior Leaders authorised to use these powers.

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 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).

**<u>After the search</u>**

**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.
- 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 2 - 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 <u>as a last resort</u> 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.**

**Using force**

A panel of experts identified that certain restraint techniques presented an

**unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

**Staff training**

Safety Intervention training is provided for particular staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

**Telling parents when force has been used on their child**

All incidents of reasonable force are recorded in order to support the child and staff involved. (See sheet below)

**What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

- When a complaint is made the onus is on the person making the complaint to prove that their allegations are true – it is **not** for the member of staff to show that they have acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Procedures for Managing Safeguarding Concerns and Allegations and Whistleblowing Policy" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

**What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:

a. Holding the hand of the child at the front/back of the line when
going to assembly or when walking together around the school;
b. When comforting a distressed pupil;
c. When a pupil is being congratulated or praised;
d. To demonstrate how to use a musical instrument;
e. To demonstrate exercises or techniques during PE lessons or sports coaching; and
f. To give first aid.

Please refer to our Child Protection and Safeguarding policy for further details.