



Behaviour Policy

Introduction

This policy outlines The King's House School, Windsor's behaviour philosophy to help pupils develop excellent behaviour for learning and development across all aspects of their lives.

Section 89 of the Education and Inspections Act 2006 for maintained schools, and the Independent Schools Standards Regulations 2010 for Academies and Free Schools stipulate that all schools must have a behaviour policy. It is the responsibility of the governing body, in consultation with the head teacher, school staff, parents and pupils, to establish the general principles underpinning the behaviour policy.

This policy has also been prepared in line with the Independent Schools Standards 2019 and with regard to the DfE Behaviour and Discipline in Schools, Advice for headteachers and school staff, September 2022.

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding all pupils from any discrimination, harassment and victimisation, and will make reasonable adjustments in its behaviour management for pupils with special educational needs and disabilities, SEND and those whose behaviour may result from past trauma or adverse experiences. .

Also the duty in the Children and Families Act 2014 to co-operate with the Local Authority and other partners where a pupil has an Education, Health and Care plan.

This policy should be read in conjunction with the Safeguarding, SEND and Anti-Bullying policies.

Each year the Headteacher reviews the data, implementation and impact of this Behaviour policy and reports findings to the School Board in a Headteacher's Report. Any required changes to the policy are made as appropriate.

The King's House School, Windsor places a high value on character development, alongside academic learning, of which behaviour is a fundamental element. High expectations for behaviour and achievement encourage a high standard of behaviour.



An encouraging and supportive learning environment will positively impact pupil behaviour, motivating and encouraging pupils to give their best. Achievement will be rewarded and recognised in a structured and defined manner, helping discourage anti-social behaviour.

The King's House School, Windsor recognises that poor behaviour can be a way that children communicate their distress.

Whilst this policy aims to manage poor behaviour, the underlying reasons for such behaviours will always be taken into consideration and the policy applied appropriately.

The policy aims to create a sense of community and shared values among parents, teachers and children to foster a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment. This policy has been developed with the support of staff and parents.

The policy includes measures to prevent all forms of bullying among pupils.

The behaviour policy will be shared with staff, pupils and parents annually and is published on the website?

Purpose & aims

- To recognise and reward positive behaviour
- To promote a positive climate for learning
- To work in partnership with parents / carers to support the social, emotional, spiritual and academic development of all pupils
- To provide a framework to support and promote a high standard of behaviour in line with scriptural principles
- To provide a framework to promote consistency and fairness

Philosophy

- The development of good character is part of the education of a child.
- Model behaviour is best learnt by observing examples set by teachers, administrators and the School Management Board who must act in an exemplary fashion as role models for the children.
- Excellent behaviour represents a core element of character development.
- Excellent behaviour promotes better outcomes.
- Learning to obey rules builds character and prepares children for life.
- Discipline is for the benefit of a child's development.



Expectations

We have a clear code of conduct for all children and adults within the school. These foster excellent behaviour with expectations that reflect our core principles and philosophy:

- We treat each other with respect at all times
- We speak to each other politely
- We respect each other's right to be different and no-one will deliberately set out to make another person feel uncomfortable or unhappy or afraid

School Rules

We have clear boundaries and established routines:

1. Be honest and polite
 - We will be well-behaved, well-mannered and pay attention.
 - We will be punctual.
 - We will not use bad language.
 - We will report any disagreement with another pupil to a member of staff who will deal with the matter.
2. Listen and obey
 - We will seek to honour God in everything we do.
 - We will respect those in authority - teachers and other adults.
3. Be kind
 - We will care for one another and be sensitive to the needs of others.
 - We will seek to help one another and receive help from others.
 - We will not accept kicking, hitting or hurting others.
4. Celebrate others
 - We will celebrate the achievements of others.
 - We will be glad for our friends when they receive rewards/awards.
 - We will seek to help one another and receive help from one another to achieve goals.
5. Take time
 - We will walk (not run) when moving around school.



- We will work to the best of our ability.
6. Take care
- We will maintain the good name of the School.
 - We will respect all people and their property.
 - We will wear the correct school uniform.
 - We will never bring a sharp or dangerous instrument to school, or any item that might cause a problem.
7. Maintain Healthy Habits
- We will wash our hands with soap often throughout the day and whenever an adult instructs us that it is necessary to do so.
 - We will practice good hygiene when needing to use the toilet, a tissue, sneezing or coughing.

These School Rules have been formulated with the safety and well-being of the pupils and staff in mind, and to enable the School to function efficiently as a place of learning. It is important to note, that due to the COVID-19 pandemic, we added a school rule around staying healthy, to ensure that pupils understand the importance of good hygiene.. The sanctions for not following these rules will be implemented in the same way as any other breach of discipline.

The ACE (Accelerated Christian Education) curriculum programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school, emphasizing correct and Godly behaviour. The assembly plan incorporates the sixty characteristics of Jesus explored through Bible stories and examples of notable modern day characters.

Rewards and Recognition

The positive promotion of behaviours for learning is central to our school behaviour policy. There is a clear system of rewarding positive social behaviour and behaviours that support learning.

Objectives of a reward system:

1. To encourage a consistent and broad use of rewards by teachers.
2. To provide a variety of rewards, recognising different levels of achievement.



3. To consistently encourage excellence of character and behaviour.

Incentive Scheme

The King's House School, Windsor uses a merit scheme through which children can be rewarded for academic and non-academic achievements, for effort, for being caring, and for all aspects of good work and behaviour.

For further details please refer to Appendix 1.

Discipline

Discipline is an essential element in helping to foster good behaviour and is the education of a person's character. It includes nurturing, training, instruction, correction, teaching and encouragement. It brings security, produces character, and prepares children for life.

Under Sections 90 and 91 of the Education and Inspections Act 2006, teachers, teaching assistants and other paid staff with responsibility for pupils (unless the Headteacher says otherwise) have the power to discipline a child whose behaviour falls short of the expected standard, who breaks the school rules and/or who fails to adhere to instructions.

This power of discipline applies within the School and also outside of the School under certain circumstances, e.g. school trips.

For many offences, discussion may well be the most successful and effective approach. Corporal punishment is never used or threatened at any time.

For further guidance about discipline please refer to Appendix 2.

Pupils Sanctions

There will be times when pupils are poorly behaved. Pupils need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Our School Rules state these boundaries firmly and clearly. Where poor behaviour exists and discipline has been ignored, further sanctions may be necessary. If deemed appropriate, pupils may also receive



sanctions for poor behaviour that has taken place outside of school and witnessed by a staff member or later reported to the School.

The sanctions detailed in this policy are to be implemented consistently and fairly by staff. They will be applied reasonably and proportionately in the specific circumstances and relevant to the pupil's age and any special needs.

These are clearly structured and staged to ensure that they will be followed in the event that a pupil fails to maintain the expected level of behaviour. Procedures for monitoring consistent use and the structure for sanctions is in place to evaluate the impact of the sanction on improving pupil behaviour and progress

Minor Breaches of Discipline

Minor breaches of discipline are dealt with by the teacher in a caring, supportive and fair manner, with some flexibility regarding the child's age and any special educational needs or disabilities they may have, as far as sanctions are concerned.

For further details about sanctions please refer to Appendix 3.

Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, drug or alcohol abuse, refusal to work and persistent disruptive behaviour in class.

Major breaches of discipline will lead to fixed term or permanent exclusion. Instances of serious offences for which we would consider permanent exclusion might include: possession of illegal substances; violence against another person; assault; repeated or persistent bullying.

Fixed term exclusions will always be followed by a reintegration meeting, where the event will be discussed with the family and the child and reassurances will be sought that this behaviour will not be repeated. Should such behaviour be repeated, the child may face permanent exclusion from school.

For further details please refer to Appendix 4.



Physical Restraint and Use of Reasonable Force

Physical restraint could, in extreme circumstances, be required. This can only be used by staff who have had relevant training for pupils who have positive handling plans. However, reasonable force can be used to prevent pupils committing a crime; causing injury or damage; or causing disruption.

For further guidance about use of reasonable force please refer to Appendix 5.

Items banned in school and searching pupils:

The most recent DfE guidance, 'Screening, searching and confiscation', outlines the protocols and procedures for carrying out searches for prohibited items. By law all school staff can search pupils for any item with their consent; however it is up to the Head teacher to identify who is authorised to carry out the searches within the school. At TKHSW it will only be carried out by the DSL and Deputy DSL. Searching without consent can be carried out for prohibited items within the parameters of the guidelines. 'Prohibited items' are defined in the Education Act 1996 and the Schools Regulations 2012 as:

1. Knives or weapons, alcohol, illegal drugs and stolen items
2. Tobacco and cigarette papers, fireworks and pornographic images
3. 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 property
4. Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Prohibited items will be disposed of by the school in an appropriate and safe manner.

Weapons, knives, extreme and child pornography will always be handed over to the police.

For further details please refer to Appendix 6.

Parents

Parents have an essential role in making sure their child is well behaved at school and in supporting the School's authority to discipline. Their contribution will positively impact the whole School community and help to raise standards. This is reinforced through the Parent Induction evenings and Parent PACEs (where used).



For further details please refer to Appendix 7.

Review Leader:	Headteacher
Policy Updated:	September 2023
Next Review Date:	December 2024



APPENDIX 1: REWARD AND RECOGNITION

Pre-school, Reception & ABCs Classes

A visual aid will help each child become aware of merits. A button is awarded which is kept in the child's tray. Once ten buttons are acquired they receive a small reward from the button train.

Junior Learning Centres

Merits

Children are awarded merits for thoughtfulness, being helpful, good work and other displays of good character. Pupils can spend the merits at the 'merit shop' at the end of each half term.

Privilege Status

They can also attain A and C Privilege Statuses for various achievements as outlined below.

"A" Privilege

Responsibilities:

1. Complete 2 PACEs a week/required PACE work.
2. Maintain academic balance (where pupils have this responsibility).
3. Accumulate no more than 1 detention the preceding week.
4. Memorise and recite the class's monthly Bible memory verses.

Privileges:

1. Extra five minutes playing outside or in the dining room after the last break of the morning.
2. May read or a school Chromebook in office after daily goals are completed.
3. May engage in approved extracurricular activities in office after daily goals completed (i.e. crafts, puzzles, games, audio CDs, and computer).

"C" Privilege

Responsibilities:

1. Complete 2 PACEs a week/required PACE work.
2. Maintain academic balance (where pupils have this responsibility).



3. Accumulate no detentions the preceding week.
4. Memorise and recite the class's monthly Bible memory verses.
5. Share a special monthly five-minute oral report on an interest area or project.

Privileges:

1. Extra five minutes playing outside or in the dining room after the last break of the morning.
2. May read or use a school Chromebook in office after daily goals are completed.
3. Enjoy a food reward (e.g. milkshake) one day during the week.
4. Be a Pre-school/Reception helper for 15 minutes one day during the week.
5. Watch a video (e.g. Veggie tales) for 15 minutes on a Friday.

Certificates

Individual certificates celebrating achievements are awarded each morning during class time after assembly, in addition to the Star of the Week award, which is presented each week for considerate behaviour or positive attitudes.

Incentive stickers (green dots etc.) are awarded for completing daily goals or other work. In addition, each class teacher gives verbal or written praise as often as possible.

Children are encouraged to display their achievements in and out of School.



APPENDIX 2: DISCIPLINE

Guidelines for Staff

Good behaviour will be promoted and poor behaviour choices attenuated by virtue of finding God's imprint upon each child, releasing them to be who God has created them to be. Each child is individual and unique, and God's wisdom and love are required to encourage each one to reach their potential.

At all times staff should encourage good behaviour through the example set, praise and rewards. No member of staff must in any way physically chastise or punish a child:

- (a) You need to be insistent, consistent and persistent.
- (b) Lay down school ground rules e.g. no swearing, racism or calling each other names, a respect for property.
- (c) Keep the ground rules simple and clear, and make sure the children understand what action will be taken if they are not kept. Use the School behaviour policy - merits, demerits, privilege, and detention.
- (d) Talk to a child away from the 'group', not publicly. (Explain what they have done wrong, encourage remorse - leave them on a positive note).
- (e) Never reject a child, just the behaviour. (Encourage the child that you value them, but you are not willing to accept the poor behaviour they have displayed).
- (f) Each child is unique, special and individual, and each child needs a different method of being dealt with. We, therefore, need to ask ourselves "Why is the child behaving like that?"

Practical Ideas For Dealing With Poor Behaviour

- (a) Change voice tone, but try not to shout
- (b) Separate children who have a tendency to be disruptive when together. (These children are often friends. Give them a chance, perhaps warn them and only separate if they are disruptive). Use formation of heterogeneous groups per co-operative learning techniques to the benefit of everyone.
- (c) Have the child sit right in front of you.
- (d) Ask another member of staff to sit next to the child.
- (e) Be proactive and encourage other staff members to be proactive and not wait to be told to deal with a situation.



- (f) Take the child aside and talk to them, challenging them to change, whilst encouraging them on their strengths.
- (g) Warn a child that you will speak to their parents and do so if necessary. If a child's behaviour is constantly disruptive, seek advice and guidance from the Headteacher.

Preventative Strategies

We will share with staff all relevant updates and any changes in legislation, research and planning to promote positive behaviour, so that we can ensure that staff are able to have positive behaviour management systems, alongside quality first teaching and stimulating classroom environments in class and around school. These will in turn improve teaching and learning and the holistic development of all pupils.

All staff members are required to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

A child who is bored will misbehave, so lessons and the learning environment need to be well-organised and stimulating.

The positive atmosphere, staff awareness of behaviour and intervention (as above) alongside goal setting and momentum are all positive contributors to preventing poor behaviour. In the event that it does occur, the above procedures and sanctions must be implemented.



APPENDIX 3: MINOR BREACHES OF DISCIPLINE

Each case is treated individually. Generally pupils are made aware that they are responsible for their own actions and that breaking rules will lead to a cost/sanction.

Normal sanctions include:

Demerits and corrective action

Demerits are issued with a verbal reprimand, reminder of expected behaviour and edification of the child. Demerits are returned by pupils at the end of every day with the encouragement that the following day is a fresh start and an opportunity to put the lessons learnt today into practice. Pupils who receive 3 demerits in one day are issued with a 10 minute corrective notice slip outlining the reasons for the demerits. Parents will be informed that their child has had a lunchtime detention (loss of free time) and that it has taken place the same day, where possible. For each additional demerit the pupil will accrue another 5 minutes onto the length of their detention up to a maximum of 25 minutes or 6 demerits. If the pupil receives more than 6 demerits in one day, they will be given an after school detention for the following day. The teacher will endeavour to work with the child and their parents in the most appropriate way e.g. speaking with the parents at the end of the school day if necessary to explain the situation, fully explaining to the pupil the reasons for the detention and planning for behavioural improvement with them, and informing the Headteacher and also parents if problems are persistent or recurring. For detention outside school hours the following will be considered and adjustments made accordingly:

- whether it might put the child at increased risk
- whether they have known caring responsibilities
- whether it might conflict with any medical appointments

Loss of play time

At break times and lunch times, the supervising members of staff are expected to maintain order. Usually this consists of reminding pupils of the standard of behaviour expected and dealing with any arising issues or tensions before they escalate. Staff members can issue merits and demerits as necessary at lunchtimes, and may inform class teachers of any poor behaviour, as well reporting issues of repeated pupil misbehaviour to the Headteacher.



All staff members must be treated with the respect expected by all adults at The King's House School, Windsor. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher. This can result in the loss of privileges and playtimes and the enforcing of

good behaviour through proper implementation of this policy. Parents will be informed if there is no improvement in behaviour and if behaviour escalates to major breaches then fixed term or permanent exclusions will be considered.

Time out

In Early Years, time out will be used in lieu of demerits and corrective action. Other actions will follow as per the policy.

Removal from Class (Internal Suspension)

A pupil can be immediately sent out of class by the teacher if the behaviour is causing unacceptable disruption to class. A teacher will send a member of staff to ask the Headteacher to come and talk with the child somewhere quieter within the School zone, where they will be expected to explain their actions. The pupil may be required to do their work elsewhere for a period of time.

The principle determining the length of a removal from class is that it will be the shortest time possible, whilst allowing enough time for the pupil to be able to cope in the classroom environment and manage their own behaviour effectively, so that they do not cause disruption to their classmates and are able to resume their own studies.

. When a decision is taken to have a pupil work elsewhere a suitable, appropriate environment will be found with the required resources and the pupil will be supervised by suitably trained and skilled staff who can give the appropriate support.

Consideration will be given to whether there are any underlying factors causing the behaviour. If the pupil is a Child in Need, subject to a Child Protection plan or is a Looked After Child, the social worker will be informed. In the case of a Looked After Child the Personal Education Plan will be reviewed.



Any removal of a pupil from class will be documented by the class teacher and this data will be reviewed by the Headteacher to identify any particular characteristics in pupils being sent out.

On Report

If three corrective actions are received in one week then the pupil is put on white report on the day of issuing the third corrective action. The main focus for improvement is recorded on the report card. Each member of staff responsible for overseeing each section of the day will record a smiley face to correspond with the behaviour of the child during that session. At the end of the day the pupil reports to his/her lead teacher who checks the report card and discusses the situation with the pupil. The parents/carers will be expected to discuss the report with their child and sign to acknowledge that this has happened at the end of each day. At the end of the week, if the child's report card has at least 80% smiley faces across the week, then the pupil resumes normal status within the Learning Centre.

However, if this threshold amount is not reached and the pupil receives more than 20% sad faces, then the pupil goes onto Yellow Report. The same target(s) are set as above. At the end of this second week the pupil reports to the lead teacher who discusses the results with the pupil. If the threshold amount is reached, i.e. the target achieved, then the pupil goes back onto white report and then back to normal status.

However, if the threshold amount is not reached then the pupil goes onto Red Report. The same target is set. At the end of this third week the pupil reports to the Headteacher who discusses the report card with the pupil and their parents/carers. If the threshold amount is reached, then the pupil goes back onto yellow report, back to white the following week if the threshold is reached and then back to normal status the following week. If poor behaviour persists the Headteacher will implement further sanctions as necessary, which may include fixed term or even permanent exclusion from the school. Report Forms are filed in the pupil's file.



APPENDIX 4: MAJOR BREACHES OF DISCIPLINE

Any major breaches of discipline will be dealt with rigorously, in a staged approach.

Procedures for Dealing With Major Breaches Of Discipline

- Withdrawal from the classroom for the rest of the day on an internal suspension. This will be followed by a meeting with child/family explaining how/why/when the behaviour is unacceptable and what changes need to be seen and give a time frame for monitoring this.
- Fixed term exclusion which could be from one to several days (at the discretion of the Headteacher);
- Return on report card with a written agreement, between pupil, parent/carer & staff.

If a pupil reaches the 45 day exclusion/suspension limit within any one academic year, this will lead to permanent exclusion from the school.

- A case conference will be called involving parents/carers and staff where there is any possibility that the pupil is coming close to the exclusion limit.
- Permanent exclusion will occur at the exclusion limit after consultation and at the discretion of the Headteacher.
- Parents can appeal against any decision to exclude, by following the Complaints Procedure.

Fixed Term Exclusions

Fixed term exclusions, may be between one session and up to a maximum of 45 days in any school year, or 15 days in any one term. This sanction may be necessary if other forms of discipline and guidance have failed for instances such as: physical assault, serious damage to property, smoking; repeated detentions; malicious accusations against school staff; failure to comply with the rules or codes of conduct as specified after a final warning.

It may be necessary to have an investigation into serious allegations and therefore ask a pupil not to attend school whilst the investigation is taking place. Work will be provided to ensure that learning is not affected in this instance. All investigations will be completed using a pre-agreed format and will be documented and kept in the pupil's personal file.



The School will be responsible for providing and marking work for the duration of the fixed term period.

Reintegration

Following any fixed term exclusion, the pupil & parents/carers will be expected to attend a reintegration meeting on the morning that the pupil returns to school. The pupil will not be allowed to return to school until the reintegration meeting has been successfully completed.

Permanent Exclusions

Permanent exclusion would only be used as a last resort, having worked hard first to see behaviour change, to encourage and to strengthen self-esteem. No child is beyond 'redemption'; however, their own choices may lead them to becoming permanently excluded.

Instances of serious offences for which the School would consider permanent exclusion might include:

- Violence to another person
- Repeated or persistent bullying
- Persistent and unchanged willingness to follow school rules
- Aggression or threat to a member of staff

The Headteacher has a duty to inform the School Management Board of all permanent exclusions.



APPENDIX 5: REASONABLE FORCE

Use of Reasonable Force

All School staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property or causing disruption.

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then use of reasonable force may be necessary. Other circumstances that may require the use of reasonable force include teachers physically separating pupils found fighting, or the possible need to physically remove a child from a room if they refuse to leave when instructed.

Staff must make reasonable adjustments to the use of reasonable force with respect to disabled children and children with special educational needs, and a pupil must never be victimised, harassed or discriminated against.

'Use of Reasonable Force' July 2013 clarifies the powers of teachers, and other staff who have lawful control or charge of pupils, to use reasonable force to prevent pupils: committing a crime; causing injury or damage; or causing disruption.

Examples of situations where reasonable force can be used are 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
- prevent a pupil at risk of harming themselves through physical outbursts.

Reasonable Force

The term 'reasonable force' covers the broad range of actions that can be used by teachers that could involve a degree of physical contact with pupils.



- 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 prevented from causing violence or injury.
- 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.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used only in extremely rare circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age and understanding of the pupil.

Practical Considerations

Before intervening physically a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher 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 a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, if the teacher believes he or she may be at risk of injury. In those



circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone or throwing something.

Staff should never act in a way that might reasonably be expected to cause injury, for example by:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- Slapping, punching or kicking a pupil;
- Twisting or forcing limbs against a joint;
- Tripping up a pupil;
- Holding or pulling a pupil by the hair or ear;
- Holding a pupil face down on the ground.

Staff must never touch or hold a pupil in a way that might be considered indecent.

Recording Incidents

Staff will record any physical intervention, which must be given to and discussed with the Headteacher by the end of the working day and stored as a safeguarding incident.

Parents

Parents will be informed (verbally) on the same day as the incident and will be given a time to discuss this with the Headteacher.

Should parents have a concern about the handling of the situation they should refer to the Complaints Procedure.



Staff Training

All staff are familiarised with the Behaviour Policy on induction and are required to read the entire policy prior to starting work at the school.

Implementation of this policy is overseen by more experienced staff. The Headteacher provides ongoing support and advice to all staff and volunteers as necessary. The Head of Pastoral Care is also an additional resource to support teachers.

Further training is given during INSET training days as and when required.



APPENDIX 6: SEARCHING PUPILS

As a school we give due diligence to searching, screening and confiscation; advice for schools. Jan 2018

School staff can search pupils with their consent for any item.

Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”.

Prohibited items are:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the School Rules which has been identified in the rules as an item which may be searched for.

The Headteacher and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items. Force may not be used when searching for items only banned under the School rules.

Searches for and investigations regarding illegal substances or materials may only be carried out by the Headteacher/DSL or the Deputy DSL. These investigations will always be undertaken with another member of staff present.



APPENDIX 7: PARENTS

Parents can help foster excellent behaviour within the School:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and pupils;
- By discussing the School Rules with their child, emphasising their support of them and assisting when possible with their enforcement;
- By attending Parents' Evenings, parents' functions and developing positive relationships with the school staff;
- By knowing that learning and teaching cannot take place without sound discipline;
- By remembering that staff deal with behaviour concerns patiently and positively;
- By reading and responding to messages in the child's Homework diary.

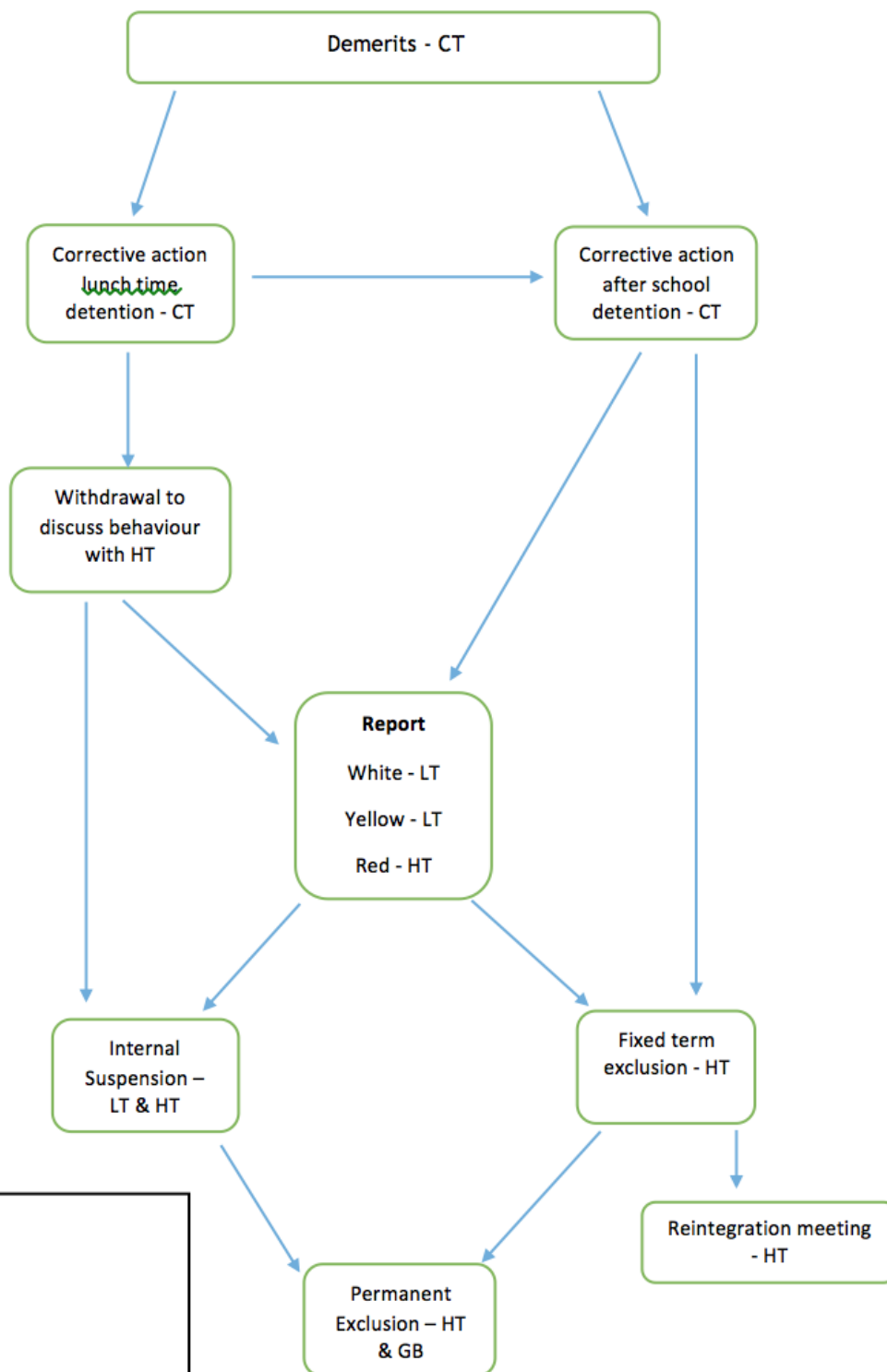
Daily Homework Diaries

Class teachers will write positive, encouraging comments or any matters of concern about the child in the Homework Diary, which will be sent home daily. Parents can also write a response to teachers' comments in this book.

Complaints Procedure

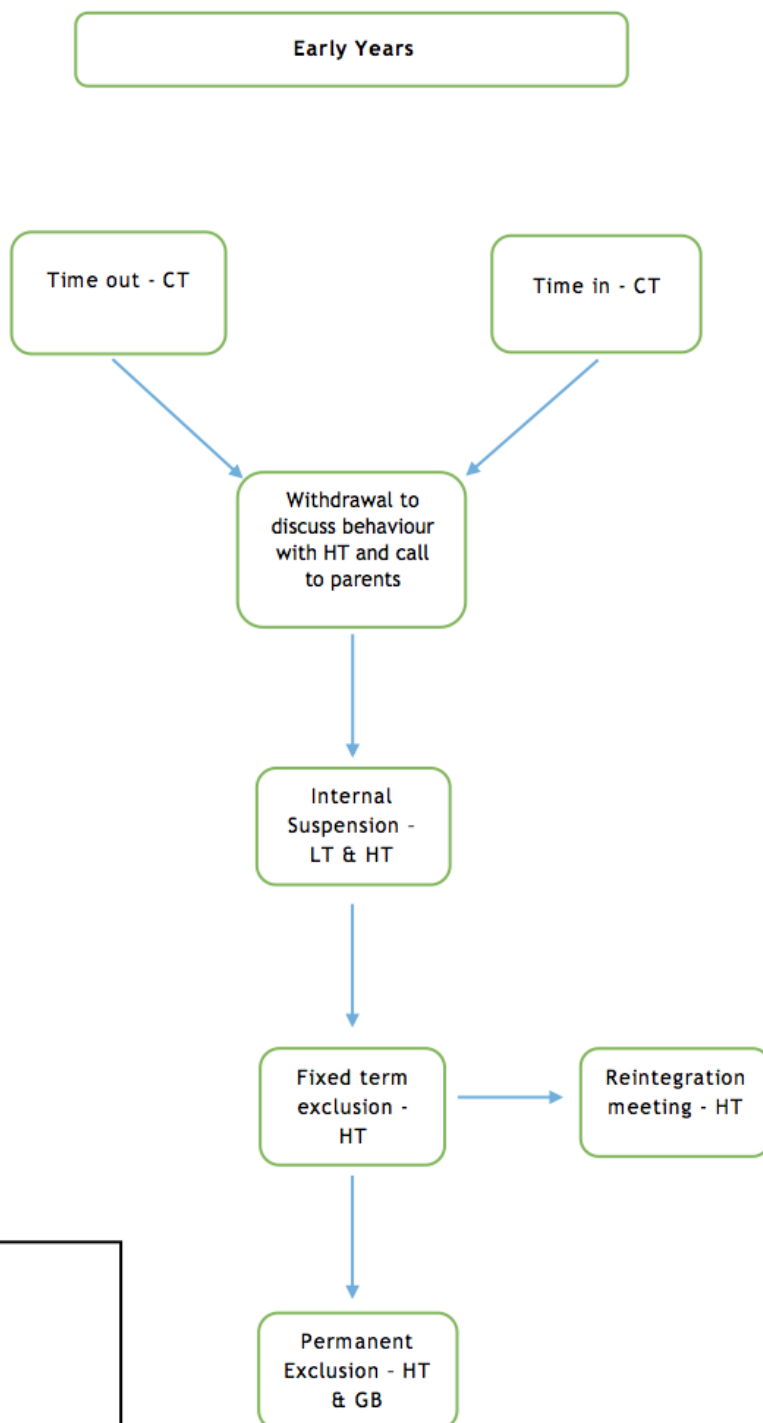
Parents should refer to the Complaints Policy should they wish to challenge any decisions made by the school in regards to this policy.

Appendix 8: Behaviour Flowchart - Learning Centres



Key:
 LT – Lead Teacher
 CT – Class Teacher
 HT – Head Teacher
 GB – Governing Board

Appendix 9: Behaviour Flowchart



Key:

LT - Lead Teacher

CT - Class Teacher

HT - Head Teacher

GB - Governing Body



Appendix 10: Report Card

Name:		Class:		Start date:	
Behaviour Target:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
Assembly					
Exercise Break					
Presentations					
PACE 1					
Fruit Break					
PACE 2					
Exercise Break					
PACE 3					
Lunch					



PACE 4					
Registration					
Afternoon 1					
Break					
Afternoon 2					
Tidy up/Dismiss					
Teacher signature and comments					
Parent signature and comments					
Head teacher signature and comments and review					