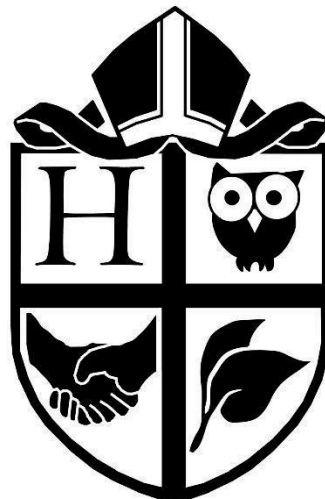




# Behaviour Management Policy

Hayward's Primary School



**Written by:**

School Adapted Policy  
based on the DfE  
'Behaviour in Schools'  
documentation published  
in September 2022 and in  
response to staff  
consultation in July 2023

**Signed:**

**Approved by Governors:**

18<sup>th</sup> September 2024

**Next review due by:**

September 2025



### Rationale

This policy is part of our continued drive to ensure the **very highest standards of behaviour** for our children and promotes positive behaviour and relationships in our school through the Hayward's Code. The policy aims to:

1. Inform teachers, non-teaching staff, parents (and carers) and children of the school's behaviour guidelines.
2. Enable a consistent approach throughout the school.
3. Ensure children have clear expectations of both social and learning behaviour

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### Responsibilities

#### The Governing Body

- The governing body is responsible for reviewing and approving the written statement of behaviour principles (see below).
- The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

#### The Headteacher

The headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the staff and the governing board, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.
- The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
  - screening and searching pupils;
  - the power to use reasonable force and other physical contact;
  - the power to discipline beyond the school gate;
  - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and pastoral care for staff accused of misconduct

- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- The headteacher will publicise the school behaviour policy, in writing, to staff, parents (and carers) and pupils at least once a year.
- The school's behaviour policy will be published on its website (School Information (England) Regulations 2008).

### **Staff – Teachers and Support Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Teaching and Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents through CPOMS.
- Developing a calm and safe environment
- Maintaining pupil safety at all times
- Establishing clear boundaries of acceptable behaviour in line with the policy
- Challenging pupils to meet our school's high behaviour expectations.
- Maintain acceptable levels of staff conduct, in line with the Code of Conduct

The senior leadership team will support staff in responding to behaviour incidents.

### **Teachers and Support Staff**

Teachers and Support Staff will:

- Be consistent in their approach to behaviour management and implement the expectations within this policy.
- Ensure all adults working in the room understand ways of effectively supporting pupils, this will be done in conjunction with the Special Education Needs Co-ordinator and Pastoral leads.
- Reward good behaviour, not accept poor behaviour.
- Be consistent, and mean what you say.
- Expect high standards of work and presentation in relation to pupils' abilities across the curriculum and for those standards to be maintained in subjects outside of Maths and Literacy.
- Explain that the pupil is responsible for his/her actions.
- Not allow pupils to call out at random.
- Consistently apply the whole-school team point system.
- Use reasonable and proportionate sanctions, in line with the behaviour policy.

To create and sustain a positive, supportive and secure environment, teachers and support staff will:

- Greeting pupils in the morning/at the start of lessons
- Be well prepared for the lesson
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Have the classrooms agreements displayed in each classroom.
- Ensure that lessons promote 'achievement for all'
- Highlighting and promoting good behaviour
- Use positive reinforcement
- Extend and motivate pupils through creative and where relevant practical lessons
- Mark all work constructively
- Keep their classroom environment in line with the Hayward's Learning Environment Policy and ensure that the room is kept organised and clear, enabling the best quality cleaning to take place.
- Concluding the day positively and starting the next day afresh
- Challenge when the above standards are not good enough.

## Parents

Parents are expected to:

- Support the school in line with the Home-School Agreement
- Support their child in adhering to the schools' expectations around behaviour by attending any meetings which are arranged to discuss pupil behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly and work in partnership with the school.
- Where appropriate, become involved in any pastoral work following an incident in school.

## Pupils

Pupils are responsible for:

- Following the school behaviour policy.
- Work with the support of home and school to develop appropriate self-discipline and proper regard for authority both in school, at home and in the wider community.

## Behaviour Principles

We encourage **consistently high expectations** regarding the behaviour of all children both inside the classroom, outside in the playground and in the wider community.

- All pupils understand they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All Staff and volunteers set an example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- Positive behaviour is rewarded with specific praise
- All pupils and staff understand and are familiar with the behaviour policy
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Pupils are expected to consider how they move around the school and the behaviour expected in the classroom, in the dining hall and in assembly.
- Pupils are helped to consider the impact that their behaviour has on others.
- Staff aim to be consistent in their approach to all children – this is supported through the 'Individual Pupil Summary'.
- Communication with families is consistent and they are kept informed of problems when they occur. School will work with families to ensure that they are kept informed of any challenges that might be present/presenting at home.
- Some children with complex needs will need **alternative strategies** (e.g. a Care Plan or Relational Support Plan) specifying strategies needed to deal effectively with their behaviour, and ongoing support. Those with social, emotional or mental health needs, who may be at risk of exclusion, will have a Pastoral Support Programme. The aim is Predict and Prevent, rather than Find and Fix, to ensure that good behaviour is taught. *This may mean they are not excluded, and this is at the Head's discretion.*

A consistent approach to behaviour management is vital. We have a school-wide system – High Expectations - for managing behaviour in a consistent manner, which all staff must uphold. Posters with these expectations appear in every class and are clearly stated to pupils during assemblies and circle-time. They are revisited at the start of every term and regularly revisited during whole class work.

1. We have the right not to be bullied in any way, shape or form.  
We have the responsibility not to bully others and to report any bullying we see.
2. We have the right to feel safe in and around school.  
We have the responsibility to ensure the safety of all pupils by behaving in a reasonable manner in and around school.
3. We have the right to an education and to learn according to our ability.  
We have the responsibility not to ridicule others for the way in which they learn or to disturb the learning of others.
4. We have the right to be treated with respect by all people irrespective of age, gender, colour or status.  
We have the responsibility to respect all others within our community.
5. We have the right to express our own opinions and to be heard, considering whether it is being done in the right way, at the right time.  
We have the responsibility to allow others to express their opinions and to be heard.
6. We have the right to expect that our possessions will be secure in and around school.  
We have the responsibility not to steal or mistreat others' possessions and to report any theft or mistreatment we see.
7. We have the right to choose our friends.  
We have the responsibility not to force our friendship on others.
8. We have the right to play safely without interference.  
We have the responsibility not to disrupt or endanger the play of others.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

We use the Hayward's Heroes to teach the children about the skills and values they need to become successful learners and valued members of the community.

Here they are:



**SAM** - stands up for **Maturity**.

He says: '**Make Good Choices**'

Remember: We all have the right to be treated **fairly**, but we have the responsibility to be **trustworthy**.



**MAX** - stands up for **Perseverance**.

He says: '**Never give up!**'

Remember: We all have the right to ask for **help** when we need it, but we have the responsibility to **work hard** and do our **best**.



**LUCY** - stands up for **Respect**.

She says: '**Treat others as you would like to be treated!**'

Remember: We all have the right to feel **safe**, but we have the responsibility to **look after each other**.



**AMY** - stands up for **Honesty**.

She says: '**Stand up for what's right!**'

Remember: We all have the right to be **heard**, but we have the responsibility to speak the **truth**.



**JAKE** - stands up for **Focus**.

He says: '**Take pride in what you do!**'

Remember: We all have the right to engage in our **learning**, but we have the responsibility to **let other people** do the same.

The Code is central to our behaviour and value system at the school. We want our children to develop the skills and respect to function effectively in school, making the most of their and others' educational opportunities and also to understand the importance of transferring these skills into their lives outside of school. We teach the core skills and values associated with each part of the Code explicitly in some lessons, assemblies and interventions, and link them into all aspects of school life. We know that once the children master these skills they will become better learners and more successful/productive members of the school community. We link the Code into our reward system.

We also expect adults in the school community– including staff, parents (and carers) and visitors – to demonstrate to the children these values as well. *It is our hope that this will form the common language that we can all use in achieving our aims.*

## Recording Incidents of Behaviour

The school logs incidents on CPOMS (Child Protection Online Monitoring System).

**Staff should always praise more than criticise.** Praise individuals as well as the whole class. This could be:

- Through specific praise when the behaviour occurs.
- the whole-school team point system;
- in year 6, application to be a 'School Ambassador';
- praise in public: *demonstrate to all the children what is expected and how children are rewarded;*

- a written comment on a piece of work;
- a quiet word in private;
- a note/postcard or text message/email home;
- speak to parent with positive comments – this should be done as much as possible! This can continue in the form of postcards and emails throughout the school return.
- sending the pupil to the Headteacher for an award;
- receiving a half-termly Lucy award certificate for consistently demonstrating respectful behaviour in the classroom and out in the playground;
- other in-class reward system;
- use the school newsletter and website to celebrate achievements, where children can receive positive comments and praise from a wider audience.

### **Team Points**

The aim of this is to further our positive Learning Culture and provide rewards and chances for all children to succeed.

- There will be five 'teams'. Each team will be linked to the Hayward's Code.
- Children can earn points as illustrated in the guide below.
- The school will be using a consistent approach to record how team points are recorded. A chart is put up in a visible place in the classroom.
- Team points will be counted up and the running total kept each week
- Team points will be displayed in the hall for the children to see and will be referred to throughout class assemblies.
- Teams will also form the basis for sports day and house matches throughout the year.

### **Team Point Guide**

Team points should be awarded by all members of staff to encourage good behaviour, work and attitudes. When any team point is acquired, it is essential that there is a very clear link between the reward and the behaviour/learning behaviour demonstrated. In order to ensure consistency and the worth of team points across the school, one point may be awarded at any time.

## **Behaviours that require sanction**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Disrespectful and rude behaviour towards staff and peers.
- Non-compliance.
- Continuing, in spite of close-working between school and home, to not complete the home-learning expectations.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism – including the intentional damage of school equipment.
- Theft
- Verbally or physically threatening behaviour towards staff or peers.
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)

*The Headteacher, Assistant Headteachers or Pastoral Leads should be informed and will deal with many of these incidents, with parental involvement as required. CPOMS will be the system that we use to record and monitor these incidents.*

## **Sanctions**

### **Persistently not completing home-learning expectations**

We will aim to work closely with families in the first-instance, leading workshops for families which explain the rationale behind home-learning. We provide home-work which is appropriate and can be completed within an acceptable timeframe. We will:

- Monitor and try to intervene early.
- Work with you (and your child) to identify whether there are any barriers to the home-learning and support you in finding ways to overcome it.
- If there is limited engagement, we will establish a Reading Record sheet to track how much is being done. Parents will need to sign to indicate when reading has taken place.
- Offer a space within school, to complete home-learning – this may occur at points within lessons which are identified as appropriate and/or at break times.
- Provide time, within allocated break time and lunch time, to complete missed work.



## In-class disruption

- If disruptive behaviour occurs during class time the traffic light system is used to help support the children in making a better choice. Initially a child will be given a verbal warning and a reminder of expected behaviour, a second occurrence their name goes on the green area, a third incident results in the child moving to orange. Any following incident will see the children moving to red traffic light.
- Depending on the severity of the behaviour being demonstrated, the child might automatically be moved to the red traffic light.
- In all circumstances, Teachers/TAs must make it very clear to the child what the consequences to their actions will be if behaviour does not improve. This is done at the same time as giving a warning.
- Traffic lights resets after the following time windows:  
8:55am – 12:00pm  
12:00pm – 1:00pm  
1:00pm – 3:30pm

## Consequence of an orange traffic light

- When a child goes to an orange traffic light, a radio call will be made to a pastoral lead, unit lead, paired class teacher, assistant headteacher or headteacher. The adult will speak to the child, discuss the behaviour being exhibited and remind them about the behaviours that need to change.
- An incident that escalates to an orange traffic light will be logged on CPOMS against the orange lozenge.
- In Key Stage 2 children who get an orange traffic light will miss 10 minutes of their lunchtime.
- In the event that a child reaches three orange traffic lights, within a half-term, a meeting will be arranged with the parent to discuss behaviour. The child will also go onto a target card for the next week. The class teacher will monitor this closely and arrange a further meeting with the parent if things don't improve over the course of the week.
- In the event that a child reaches six orange traffic lights, within a half-term, a meeting will be arranged, with the parent/carer, to discuss what needs to happen next. Consideration will be given to whether a relational plan is required for a pupil.

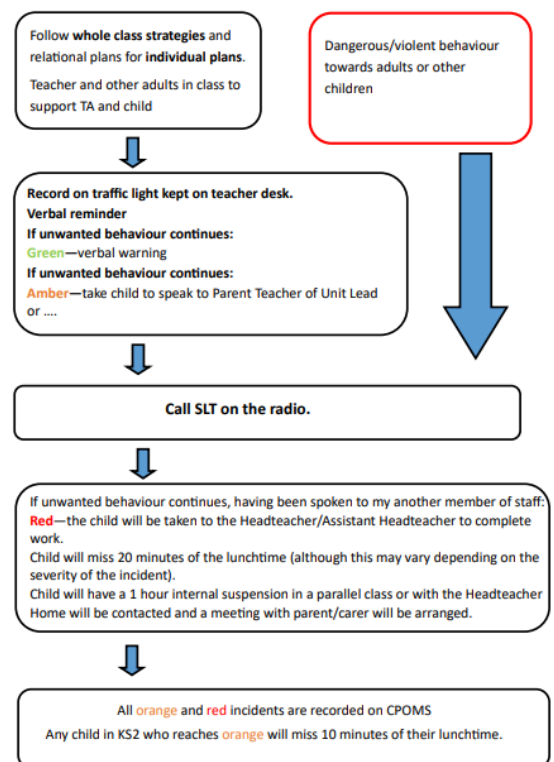
## Consequence of a red traffic light

- In the event that a child reaches a red traffic light they will need to leave the classroom and report to the Headteacher.
- The child will subsequently have an hour long internal exclusion and will miss 20 minutes of their breaktime/lunchtime. This will roll into the next day if needed.
- A phone call will be made to the parent/carer to inform them that their child has had a red traffic light.
- Discussions will occur with the pupil and a key adult in order to identify what needs to be done differently in order for the behaviour not to occur again.

## Other Approaches

- Some children may function better with a different system or strategy to deal with disruptive behaviour. This plan will be shared with key staff and will have been discussed with parents (and carers). Some children will have alternative lunchtime behaviour provision. Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

Behaviour Escalation Flowchart



## **Playground incidents – Breaktime and Lunchtime**

- Playground incidents are to be dealt with in line with the traffic light system. The adult who is giving the traffic light will ensure that this information is communicated to the relevant class teacher. At lunchtime, if a child reaches orange they will have a time out in the timeout room for 20 minutes. If a child reaches red the child will be asked to return to the timeout room, where a member of the Senior Leadership team will be in attendance.
- Depending on the severity of the behaviour being demonstrated, the child might automatically be moved to the red traffic light.

## **Violent, aggressive, abusive or persistently disruptive behaviour**

Incidents of violence or aggression may lead to a member of staff having to apply safe handling techniques (see safe handling policy for more details).

Incidents of the above will usually result in an internal or external suspension. Internal suspensions will be at the discretion of the class teacher. A form will be completed during this time which will be shared with parents (and carers). Internal exclusions will take place outside of the HT Room. Time will be spent reflecting on the incident, ensuring that lessons are learned and future incidents do not occur. Most internal suspensions will last for a day, although some may extend for the school day (or subsequent school day).

An external exclusion will be at the discretion of the Headteacher and will be informed by any plans that exist for the child. The decision will be made with the underlying principle of trying to ensure this incident does not happen again and/or to ensure the safety of other pupils and adults.

## **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence can be found in the table below.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## **Off-site behaviour**

Sanctions may be applied (at the discretion of the school) where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public

- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### Sanctions for Major Incidents:

A	B	C	D	E
Warning letter or phone call to home.	Meeting with parents. Time out of class or play. Internal Suspension	1 - 5 day suspension. Parent's 'return to school' interview.	5+ fixed day suspension. Parent's interview	Permanent Exclusion

All incidents are unique and therefore it is difficult to lay down hard and fast rules. The following therefore, is a guide and not binding. **DECISIONS ABOUT EXCLUSIONS CAN ONLY BE MADE AT THE HEADTEACHER'S DISCRETION. THIS IS A LEGAL REQUIREMENT.**

Fight	<b>A-E</b>	Theft and / or major damage	A - E
Bullying	A - E	Possession of Weapons (plus police informed)	A - E
Intentional and unprovoked attacks	A - E	Abuse or assault against staff	A - E
Racist Incidents	A - E	Intentional injuries to staff or pupils	C - E
Health and Safety incidents including the misuse and possession of drugs (plus police informed)	A - E	Persistent disruption to the order of the school	A - E
Intentionally spitting and coughing at other children and adults.	B - E	Sexual harassment and violence	B - E

## Safe Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Injuring themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (in line with the Safe Handling Policy)

## Bullying in school

***Bullying at Hayward's Primary School is seen as a Major Incident***

Children have the right to expect a safe and enjoyable environment within school. Incidents of bullying will be dealt with in accordance with this policy.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

**Please see our separate Anti-Bullying policy for further details**

## **Supporting Pupils**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

School will always consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and will always seek to understand and identify any underlying causes of poor behaviour and whether additional support is needed.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **PUPIL SURVEY**

Pupils are surveyed on how safe they feel and if there is any disruptive or bad behaviour in their class.

This information, alongside observations carried out in learning walks and lesson observations is used to inform a conversation with the class teacher with regards to monitoring and evaluating standards in their class. The school council also raise issues around behaviour and safety in their meetings which are fed back to SLT.

## **Liaison with parents (and carers) and other agencies**

*Hayward's Primary School takes the earliest opportunity to speak with parents (and carers) of children who are displaying problem behaviour.*

For **minor incidents** the class teacher or other member of staff will speak informally with parents (and carers).

For **serious incidents** a conversation with a senior leader will be needed.

For external **fixed-term suspensions** a re-integration meeting with a parent is a specific requirement.

Parents (and carers) are invited to a meeting to discuss a **Relational Support Plan** and/or a **Pastoral Support Programme**.

**Hayward's maintains very strong links with outside agencies** and they are frequently invited into school to support staff, children or families. Examples of these agencies that we currently work with (through PSP meetings or TAFs etc) are:

- School Nurse;
- CAMHS worker;
- Social Workers;
- Inclusion/Exclusion officers;
- Behaviour Support Team from the County;
- Educational Psychologist
- Parent Support Workers
- Education Welfare Officer

- Speech and language Therapist
- Balloons – Bereavement support
- Early Help for Mental Health team

## Pastoral Team

We have also created a Pastoral Team whose function it is to:

- Monitor, discuss with SLT and act on the records from the behaviour log or other sources.
- Recognise patterns of behaviour and deal with this as necessary (for instance, with exclusion, supported playtime, meeting with a parent, Pastoral Support Programme etc.) The Pastoral Lead monitors the CPOMS entries, alongside the headteacher and assistant headteachers and will report specific changes to plans to the relevant members of staff.
- Support staff in managing and dealing with behaviour effectively
- Deploy resources to ensure pupils are able to maintain the highest standards of behaviour;
- Ensure the wellbeing of staff is safeguarded;
- Collect evidence to apply for supplementary funding or statements to ensure the inclusion of as many pupils as possible, but not contrary with expectations in this policy.

## Pupil voice

Lesson Observations and learning walks are opportunities for senior staff to observe/discuss behaviour.

## Equal Opportunities

We aim to offer an education and working environment appropriate to each individual pupil's needs, regardless of their race, colour, ethnic or national origins, gender, disability or religious beliefs. Please see our Equal Opportunities Policy.

## Staff development and support

Where possible, we hold a **termly staff meeting** to review behaviour and review how to meet staff's specific training and development needs. Our School Improvement Plan and therefore our CPD strategy takes into account behaviour support and its impact in the classroom. Where necessary, Senior Leaders **gather information on training needs** from their monitoring and evaluation.

Hayward recognises that dealing with instances of poor behaviour can be demanding, demoralising and draining. Staff can request support, help or coaching from any member of staff following a significant incident. This can be logged on CPOMS. This is reviewed every week in the behaviour support meetings.

The **Pastoral Leader, alongside the pastoral team**, has a specific function to mentor and coach staff. This includes teaching staff and those working one-to-one with pupils with specific needs. Where possible he/she will work alongside and support a member of staff, rather than doing the job for them. In this coaching capacity it is hoped to spread this knowledge, skill and experience further across the school. The school also draws on support from the Educational Psychologist and Behaviour Support Team to aid this process.

The **SENDCo** holds a termly meeting with all one-to-one TAs to enable them to fulfil their roles as best as possible. This will include support on behaviour management and strategies.

## Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether

the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

## **Supporting children in their transition to new schools/secondary school**

We devote a staff meeting at the **end of each academic year** to ensure the smooth transition from one class to the next. This includes a discussion about behavioural needs and any existing Plans or PSPs.

The transition from **year 6 to secondary school** is very carefully managed, with a transition document produced by the local Secondary School every year. This includes the provision for SEN/Behaviour Support children and families to have extra transition sessions and meetings. Our SENDCo, transition co-ordinator and Year 6 teachers liaise very closely with all members of staff and families concerned.

The transition **from Nursery into our school** is managed by our Foundation Stage Unit Leader who plans out termly meetings, transition days and visits before a child starts into school. We also receive transition documents and speak closely with nurseries and parents (and carers) about any child that might need behaviour support. Home visits are carried out by FS staff at the beginning of the school year.

Children **joining from other schools** are treated in the same way, whereby the Headteacher or Senior Leaders, along with the admin staff, will seek to find out specific educational or behavioural needs. If there is a perceived behavioural need then a transition meeting and programme will be developed between the two schools and/or families. Key transition information is passed on to new schools too.

## APPENDIX ONE

### DISCIPLINE IN SCHOOLS – TEACHERS’ POWERS

#### Key Points

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

### PUNISHING POOR BEHAVIOUR

What the law allows

13. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
14. To be lawful, the punishment (including detentions) must satisfy the following three conditions:
  - 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
  - 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
  - 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
15. A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.
16. The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents (and carers) who have volunteered to help on a school trip.
17. Corporal punishment is illegal in all circumstances.
18. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy.

### PUPILS’ CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS’ POWERS

What the law allows:

19. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable.”
20. The school’s behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.
21. Subject to the school’s behaviour policy, the teacher may discipline a pupil for:
  - any misbehaviour when the child is:
    - o taking part in any school-organised or school-related activity or
    - o travelling to or from school or
    - o wearing school uniform or
    - o in some other way identifiable as a pupil at the school.
  - or misbehaviour at any time, whether or not the conditions above apply, that:

- o could have repercussions for the orderly running of the school or
- o poses a threat to another pupil or member of the public or
- o could adversely affect the reputation of the school.

## **CONFISCATION OF INAPPROPRIATE ITEMS**

What the law allows

29. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** (as described in the bullets following paragraph 12 above) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out.

2) **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document

30. Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

31. More detailed advice on confiscation is provided in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

## **POWER TO USE REASONABLE FORCE**

32. The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in 'Use of Reasonable Force – guidance for school leaders, staff and governing bodies'.