



INTRODUCTION

At Kexborough primary we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning, high standards and the smooth functioning of the school as an orderly community.

AIMS

It is the school's aim to provide an ethos where everyone feels valued and respected and where everyone feels safe and secure. We aim

- to provide an ethos where children can work in a calm, confident manner
- to acknowledge that every member of the community has a part to play and that each person's talents will be respected and valued
- to enable children to develop a sense of self-worth, respect and tolerance for others.
- that each child is entitled to help and encouragement.
- to listen to the views and opinions of one another with care and respect
- to develop social/communication skills
- to promote good attendance.
- to produce an environment in which children feel safe, secure and respected.

OBJECTIVES

We will achieve this by:-

- creating a school ethos which is conducive to each child fulfilling his/her potential.
- making the school an enjoyable, engaging and safe place to be
- valuing the role of all members of the school community
- understanding that positive behaviour is the responsibility of the whole school community
- achieving a consistent approach in promoting and rewarding positive behaviour
- giving children the relevant strategies to manage their own behaviour
- ensuring all children know who to speak to if they have any concerns about the behaviour of other children

OUTCOMES

As a result of this policy we will see that children:-

- are able to distinguish between right and wrong, safe and unsafe situations, and make the correct choices regarding their own behaviour
- understand the consequences of their own actions and the implications for other members of the school community
- are engaged and well behaved during lesson time
- have positive opinions of themselves and appreciate each others differences
- will have the skills to resolve differences in an acceptable way but ask an adult for help if they are unable to
- Are able to consider and respect the feelings of others
- Are punctual and attendance is high
- Work and play together co-operatively

The policy is based on:

RULES developed by children and staff and agreed by all
 REWARDS AND PRIVILEGES acknowledged and agreed by all
 SANCTIONS fully acknowledged and applied consistently throughout the school
 HOME SCHOOL LIAISON

RULES

Sets of rules governing behaviour were formulated by the children in assemblies and lessons. These sets of rules covered the main areas of school life:

WORK RULES
 CLASSROOM RULES
 PLAYGROUND RULES
 LUNCHTIME RULES

The shared ownership of the rules and the work undertaken in the shared assemblies meant that the children across the whole age range fully understood the need for the rules and had participated in creating them. They

would also understand that breaking any of the rules was very much going against the wishes of the whole school.

All rules are displayed in every classroom so that children, teachers and other adults can read them and make reference to them regularly if need be. The rules are kept consistently and any infringement is dealt with by speaking to the child or children to enable them to give their view of the incident and to enable them to understand what they have done and what alternative courses of action may have led to positive instead of negative behaviour. It is considered and agreed by all staff that consistency in upholding the rules and in the way we deal with the children is very important if the policy is to be viewed with respect by all connected with school and is to remain effective.

REWARDS AND PRIVILEGES

The rewarding of good behaviour is seen as a very necessary part in continually reinforcing the high priority the school as a whole gives to this aspect of its life. Choosing Time was introduced throughout the school and is used once a week to reward all children unless they have had sanctions taken against them for infringement of the rules.

Choosing Time lasts between twenty and thirty minutes and is a time when children can choose from a variety of quality activities, provided by the teacher. The activities are usually listed at the beginning of the week, and children sign up for them on that day. If they do not infringe any of the rules they then participate in their chosen activity for that time, usually on a Friday. However, if there has been an infringement of the rules then time can be taken from the activity, usually in blocks of five minutes, and that child has to sit quietly on its own until the penalty time has elapsed. After that they are then free to join in the activity. There is also a loss of Choosing Time list placed next to the activity list where each child losing time has to sign their name. This emphasises the fact that they are denying themselves access to choosing time when they break a rule. Each child losing time has a chance to try and earn back the time lost by showing real improvement over the rest of the week.

School meals supervisors also have the right to deduct choosing time for breaking rules during the dinner hour. They have notes that list reasons for deducting time and these, if issued, are handed to the class teacher. The loss of time here is non-negotiable. It is clearly understood that the notes are not to be used so often that they become meaningless as a sanction for children. This was felt necessary to improve the status of the supervisors who are very often not perceived as authority figures by the children who know most of them socially outside of school. Supervisors are made aware of our policy by the head teacher when taking up a post or in the case of a relief by the lead supervisor.

If there has been no loss of choosing time within the class during a week then the whole class receives an added five minutes of time for that week plus placing emphasis on corporate responsibility.

Special Mention Assemblies were introduced as another means of raising self-esteem by giving positive, high profile rewards for children from every class who have produced work of a high standard, who have made a great effort to improve the standard of their work, who have shown a positive attitude to school, work or others or have done something that little bit special in other spheres of school life. The assemblies are held once a week and these children receive a certificate which is copied, one copy goes home so that parents can also share in the occasion and see the positive aspects of their child's life being rewarded and the other copy goes in the child's achievement file. Teachers ensure that all children receive at least two certificates over the year. The assemblies are very popular and all children and staff look forward to sharing in the occasion.

SANCTIONS

It is fully acknowledged that sanctions run alongside rewards and privileges when promoting and maintaining a positive behaviour policy. It is also acknowledged that the sanctions must be consistent throughout the school and must be fairly and appropriately administered.

There is a sanctions ladder in school which staff and pupils should be familiar with:

CLASS TEACHER
ASSISTANT HEADTEACHER
DEPUTY HEADTEACHER
HEADTEACHER

SANCTIONS LADDER

- Minor misdemeanours dealt with by class teacher
- Sanctions – may be resolved through discussion
- Any repetition – loss of choosing time
- Violence, harassment, vandalism, disrespect to adults, bad language, leaving school.
- More formally –Assistant Head teacher; Deputy Head or
- Head teacher depending on severity
- All incidents of bullying reported to Head teacher and recorded, and dealt with in line with the school's anti-bullying policy
- Sanctions: loss of choosing time/playtime/series of playtimes
- Serious anti-social behaviour at dinner time dealt with by exclusion for the duration of the lunch break
- Parents notified of serious infringement
- Educational Psychologist involved if deemed appropriate

Class teachers would generally deal with the minor infringements that will inevitably happen in a large community of primary aged children. Sanctions

taken against a child will in most of these instances be resolved through discussion. Repetition of a task not done satisfactorily or where it is deemed necessary to bring sanctions into force will usually involve loss of some choosing time.

More serious infringements of the rules and instances of unacceptable behaviour such as violence, bullying, harassment, vandalism, disrespect to adults, bad language, leaving school premises, must be dealt with more formally and will involve another person on the sanctions ladder, depending on the severity of the infringement.

The point at which another step is taken on the ladder is at the discretion of those involved initially bearing in mind the guidelines offered.

Here it may be that the incident may warrant a more severe sanction than loss of choosing time and may result in loss of a playtime, where the child has a chance to reflect on the effect that the incident has had on them and on others, or the loss of a series of playtimes. In any of these cases this sanction should run alongside some programme intended to determine the reasons behind the incident/s and to promote a return to more normal, socially acceptable behaviour.

There may also be the need at some point to inform and involve parents and again this will need to be judged on the seriousness of the infringement/s, each case being dealt with individually.

If a problem persists then it may be necessary to involve outside agencies such as the educational psychologist, to work alongside the child, school and parent to try and resolve the problem. This could mean that the child is placed on School Based Assessment and may eventually lead to a statement for behavioural difficulties. A programme would be instituted and additional help could be given to address the needs of that child.

In extreme cases it may be within the best interests of the child, other children and staff that the child is removed from the school by parents for a period of time which will allow all parties concerned to work together to resolve problems and reintegrate the child within the school.

In situations where, over a period of time, all strategies have been attempted with no success it may be that permanent exclusion is seen as the only viable alternative for the child, for the safety of the other children and staff in the school. There are clearly laid out authority guidelines for the implementation of any exclusion order.

HOME SCHOOL LIAISON

Parents have a right to expect that whilst their child is at school they are safe and secure. They also have a right to expect that their child will be encouraged to have a good standard of behaviour, will be treated fairly and justly and that they will be kept fully informed if there are problems arising for

their child within school, either as a victim or as an instigator of persistent unacceptable behaviour. We acknowledge these rights and it is our policy to try to work together with parents to ensure that the needs of their child are met whilst ensuring that the policy is adhered to for the benefit of all.

FIXED-TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units*. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<http://media.education.gov.uk/assets/files/pdf/s/the%20school%20discipline%20pupil%20exclusions%20and%20reviewsengland%20regulations%202012.pdf>

The head teacher (or Deputy Head teacher in the head teacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently. The head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot exclude a pupil or extend the exclusion made by the head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

POWERS TO DISCIPLINE

All teachers, teaching assistants and other paid staff with responsibility for pupils at Kexborough Primary have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in

school and outside school, in certain circumstances. This power will be exercised within the parameters of the agreed school policy on behaviour and discipline.

SEARCHING AND CONFISCATION

School staff at Kexborough Primary can search pupils with their consent for any item which is banned by the school rules. 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 to bag and if the pupil refuses, the teacher can apply an appropriate punishment. School staff at Kexborough can search without consent if they suspect the pupil is in possession of knives, weapons, alcohol, illegal drugs and stolen items. They will only undertake the search if they have reasonable grounds for suspecting that a pupil may have in his or her possession of a prohibited item. The teacher in consultation with the head teacher will determine what constitutes reasonable grounds for suspicion. If it is necessary to search a pupil without consent this will be undertaken by a member of staff who is of the same sex as the pupil being searched and there will also be a witness (also a member of staff) and if at all possible this person will be the same gender as the pupil being searched. There is no requirement to provide authorisation in writing.

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 desks and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

If a pupil does not consent to a search than it will be possible to conduct a search without consent but only for the prohibited items listed below:

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (including lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person.
- Any item banned by the school rules

The member of staff who conducts the search 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 circumstance. If any weapons are found they will be passed to the police.

Where alcohol is found the person conducting the search will dispose of it safely. Where controlled drugs are found these will be delivered to the police

as soon as possible unless there is a good reason not to do so- in which case the drugs will be disposed of. Suspected stolen items must be delivered to the police station unless there is a good reason not to do so – in which case the stolen item will be returned to the owner. Any weapons or items which are evidence of an offence will be passed to the police station.

Parents will be informed where alcohol, illegal drugs or potentially harmful substances are found.

Complaints about searching and confiscation should be dealt with through the normal school complaints procedure.

USE OF REASONABLE FORCE

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. Force is usually used to either control or restrain. Reasonable in the circumstances means using no more force than is needed. Teachers have legal power to use reasonable force. This power applies to any member of staff at Kexborough Primary School.

Reasonable force may at times be used at our school to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene will be down to the professional judgement of the staff member concerned and will depend on the individual circumstances.

Force will never be used as a punishment. Kexborough Primary does not require parental consent to use force on a pupil. Reasonable adjustments for pupils with SEN or disabilities will be made.

School staff will speak to parents about serious incidents involving the use of force and how they will then be recorded.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

PHYSICAL CONTACT

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

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around school
- When comforting a distressed child
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during lessons i.e.: sports coaching

- To give first aid

CONDUCT AND BEHAVIOUR OUTSIDE THE SCHOOL GATES

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 school the school consequences will be applied.

The teacher may discipline pupils for misbehaviour when the child is taking part in any school organised or school related activity, travelling to and from school, wearing school uniform or in some ways identifiable as a pupil at the school.

They may also discipline pupils, whether the above conditions do not apply if their behaviour could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public or could adversely affect the reputation of Kexborough Primary.

In all of these circumstances the head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in Barnsley MBC of the actions taken against a pupil. The behaviour is criminal or poses a serious threat to a member of the public, the police will be informed. In addition the school will also consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case Kexborough Primary will follow its safeguarding policy.

ALLEGATIONS OF ABUSE AGAINST STAFF

Allegations of abuse will be taken seriously. Kexborough Primary will ensure that they deal with allegations quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

A member of staff will not automatically be suspended following an accusation of misconduct, pending an investigation. The Governing body of Kexborough Primary will instruct the head teacher to draw on the advice in the document, "Dealing with Allegations of Abuse against Teachers and Other Staff", when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

Malicious allegations made by children, against staff will be dealt with using the disciplinary consequences outlined in this policy. These include both the general and head teacher consequences.

MONITORING

The Governing Body will monitor and review this policy every two years.

Reviewed by Full Governing Body 19.06.18
Next Review – Summer Term 2020