



Behaviour policy

Author, date and title	Reviewed on	Next review due date	Statutory Requirement
Sarah Woodham 2015			Yes
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As Values Schools, Shillington Lower and Stondon Lower ensures that all its policies, principles and practices adhere to the Values Education ethos.

We are committed to recognising, valuing and respecting the diversity of our schools' communities. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools' communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.

All our schools' policies include the Pixie class (Shillington) and the before and after school club (Stondon).

Head Teacher:

Date: 28/04/2022

Chair of Governors:

Date: 28/04/2022

Governors' Statement of Intent

Introduction

Section 88 of the Education and Inspections Act 2006 requires governing bodies and management committees of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing a written statement of behaviour. The Governing Body has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. The document 'Behaviour and Discipline in Schools' – Guidance for Governing Bodies' has been used as a reference in producing this Statement of Behaviour Principles.

Schools are required to have a Behaviour Policy which includes the school rules. It is the responsibility of the Head teacher along with the staff in the school to produce our school's Whole School Behaviour Policy and the duty of the Governing Body to provide the Head teacher with a clear written statement of the principles around which the Whole School Behaviour Policy will be formed and follow. The Statement of Behaviour Principles will be reviewed regularly as indicated on the title page to take account of any legislative or other changes which may affect the content or relevance of this document.

Principles

Right to feel safe at all times:

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues; staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal school hours, will be dealt with in accordance with the sanctions laid out in the Whole School Behaviour Policy.

High standards of behaviour:

The Governors of our school strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour will enable all of our school children to make the best possible progress in all aspects of their school life and work; and all staff to be able to teach and promote good learning without interruption.

The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community. As a Values School we believe firmly that positive behaviour and Values will enable children to become better members of society and positive role models as adults.

Inclusivity and equality:

Shillington and Stondon Lower Schools are inclusive schools. All members of the school community should be free from discrimination of any description and this is further recognised in our Equality Policy and promoted in the day-to-day running of the school. The Whole School Behaviour Policy must emphasise that bullying and discrimination as a result of gender, race, ability, sexual orientation or background is absolutely unacceptable will not be tolerated. Our Behaviour policy includes an anti-bullying statement which is clear, concise and is understood by all members of the

school community. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and further reinforced through the Whole School Behaviour Policy and seek to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may need to be made.

School rules:

The Whole School Behaviour Policy includes details of the school rules. These should set out the expected standards of behaviour to be shared with and explained to all pupils. The Governors expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards where appropriate for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards:

Governors expect the Whole School Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. The governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and home to school transport (where applicable) so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers. Like rewards, sanctions must be consistently applied across the whole school, including extended school provision and, where applicable, home to school transport. The range of sanctions is described in the Whole School Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied. The Whole School Behaviour Policy should also explain how and when exclusions (both fixed-term and permanent) will be used as a sanction. The Policy also includes the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors, however, believe that the exclusion sanction should only be used as a last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head teacher may inform the police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that sanctions are monitored for their proper use, consistency and effective impact.

Home/School Agreement:

The Home/School Agreement will mirror the statements made in the Whole School Behaviour Policy so that parents/carers are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour must be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

The use of reasonable force:

The Governors expect the Whole School Behaviour Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving. A definition of 'reasonable force' should be included which should also explain how and under what circumstances pupils may be restrained. The Governors expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. Mention should also be made of the need for individual pupil 'Behaviour Management Plans' which may specify particular physical intervention techniques for the pupil concerned.

The Power to discipline for behaviour outside the school gates:

The Governors expect the Whole School Behaviour Policy to set out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity, or*
- travelling to and from school, or*
- In some other way identifiable as a pupil at the school*

Even if the conditions above do not apply, the Policy must take account of misbehaviour at any time which:

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

Pastoral care for school staff:

The Whole School Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Head teacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, the Whole School Behaviour Policy should set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.

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Behaviour Policy

Rationale

Our policy is based on respect for each individual's right to feel safe and happy in school and to be able to learn effectively. A calm, disciplined and productive environment is essential to ensure the well-being and education of all pupils. Every member of the school community has a responsibility to maintain this environment through the school's Values based approach. All adults employed by the school are responsible for the implementation of this policy. Parents have chosen to send their child to the school and are therefore expected to support the school's Behaviour Policy, engaging with the school where necessary to support their child and to support their child's behaviour.

The aims of this policy are to:

- Encourage a calm, purposeful and happy atmosphere within the school.
- Foster positive, caring attitudes towards everyone where every child's achievements, at all levels, are acknowledged and valued.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.
- To have a fair and consistent approach to behaviour and discipline throughout the school based on Values Education and positive behaviour management.
- Help pupils, staff and parents develop a feeling of common purpose.

Children's responsibilities are to follow the schools' rules by following the behaviour systems (see appendix 1 and 2) and:

- Understand and demonstrate the Values of the school.
- Work to the best of their abilities, and allow others to do the same.
- Take care of property and the environment in and out of school.
- Keep themselves and others' safe

The breakfast/after school club at Stondon follow the main principles within the document.

Staff responsibilities are to:

- Agree and display a classroom code of conduct at the beginning of each school year with reference to respect for people, property and the environment. (This discussion should include expectations about turn-taking in conversation, noise levels, movement around the class/school, how disputes will be resolved, procedures for leaving the room and treatment of others).
- Establish our ethos, standards and expectations as a whole school through assemblies .
- Have weekly PSHE sessions in each classroom, explicitly timetabled with a regular focus on values, behaviour, relationships and feelings.
- Have regular circle time to provide opportunities to express own thoughts and feelings and to understand those of others.
- Provide talk time with an adult within the class setting.
- Work in partnership with parents, keeping them informed and eliciting their support.
- Promote discussion between parents/ carers and children, and signing of the home-school agreement.
- Develop routines.
- Give careful consideration given to seating and furniture arrangements in classrooms.

- Maintain a productive working environment by maintaining pace and rigour in lessons, having a challenging, interesting and relevant curriculum and planning activities with appropriate levels of challenge and support for individuals.
- Respond immediately and consistently to inappropriate behaviour in accordance with this policy.
- Seek advice and support from other professionals where concerns exist about a child.
- Understand and demonstrate the Values of the school which are the bedrock of the school rules.
- Raise children's self-esteem and help them to reach their full potential.
- Create a safe and pleasant environment, physically and emotionally.
- Use agreed behaviour expectations and sanctions clearly and consistently, keeping accurate records using C-POMS.
- Form good relationships with parents so that all children can see that the key adults in their lives share a common aim. Keep parents informed.
- Recognise that each child is an individual and be aware of any special needs they may have.
- Intervene early, and appropriately, to support children with challenging behaviour.
- Discuss any issues with the Head of school/ Head teacher/SENCO
- Make accurate records of behaviour issues to enable senior staff to track trends using data collected in class teacher's records. This may result in changes in policy and practice.
- Review, evaluate and adapt the systems used regularly.

Parents' responsibilities are to:

- Understand and support the Values of the School, demonstrating respect and consideration towards staff and other parents/carers or visitors at school at all times
- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does at school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy adhering to school rules and expectations and the home school agreement

The role of the Head teacher:

- It is the responsibility of the Head teacher to ensure the implementation of the school behaviour policy consistently throughout the school, and to regularly report to governors on the effectiveness of the policy.
- The Head teacher will support staff in cases of extreme or continual inappropriate behaviour through conversations with or withdrawal of the child.
- The Head teacher will, where necessary provide advice and support for liaison between parents / carers and staff.
- The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, in line with CBC policy. For repeated or very serious incidents the Head teacher may permanently exclude a child. The chair of governors or his/her substitute will be informed immediately of this action and the governing body will be informed.
- The Head teacher will ensure that staff have regular opportunities in staff meetings to discuss behaviour and are given behaviour management training when appropriate.
- The Head teacher will ensure that school agreements and information about the behaviour systems used in school are sent home to parents.

The role of governors:

- The governing body has the responsibility of overseeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.
- The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues.

Shillington and Stondon's climate for positive behaviour management

A supportive and purposeful learning environment is created by enabling the children to feel safe, secure and happy in school. This is achieved by whole school expectations common to both schools which are made explicit to pupils so boundaries are understood. Poor behaviour is escalated when children perceive the adult is inconsistent or losing control. This is conveyed by tone of voice, shouting and emotive language. At Shillington and Stondon Lower School, staff conduct themselves in a controlled and calm manner at all times, distancing themselves from the behaviour and managing it objectively. There is a no shouting approach, but it is understood that a raised voice may be necessary to draw a child's attention to a risk or danger in an emergency situation. Staff role model and refer to the Values in their interactions with each other, with children and through their own conduct.

To encourage good behaviour we:

- Make clear our expectations of good behaviour and ensure children understand what is unacceptable ~~behaviour~~ through regular modelling and discussion at the both the start of each term and where necessary throughout the term.
- Discourage unsociable behaviour by promoting mutual respect through Values ~~Education~~ learning.
- Encourage children to take responsibility for their own actions and behaviour.
- Praise good behaviour both privately and publicly.
- Follow a Values based Education two-year rolling programme.
Refer to the appropriate value in discussions / outcomes when incidents occur.
- Use other class, groups and individual motivational tools
- Use the SMILE programme or similar where a trained mentor works with groups and individuals.
- Reward individuals for showing the values by giving values awards, including them in the newsletter and acknowledging them in assembly.

When there are issues we:

- Take into account individual differences and needs when discussing issues
- We would take into account the children's wishes and feelings seeking to ensure they are feeling comfortable at every stage of an investigation of a serious nature
- Ask children to reflect individually where appropriate due to the seriousness of the incident on their behaviour and encourage them to recognise what was inappropriate and how they could handle the situation differently in future.
- Use a restorative justice approach where appropriate to do so.
- Involve them individually where appropriate in deciding the consequences of poor behaviour encouraging them wherever possible to match the consequence to the misdemeanour
- Where possible, encourage children to try to resolve disagreements themselves using the language of values.
- Encourage children to take responsibility for their own behaviour.

Where there is repeated or persistent misbehaviour, the following will apply:

- Informal contact with the parents in order to work together to resolve problems and support the individual.
- Appropriate personalised support may be put in place such as daily or weekly charts and rewards.
- Exclusion is a last resort for children who have shown violence to an adult or other children or if the learning of the children in the class is being severely affected by the child's behaviour. However, we will ensure that exclusions are carried out in accordance with current statutory guidelines and internal procedures and not as a direct result of any *protected characteristic only* (see school's Equality Policy)
- Senior leaders and the Special Needs and Disabilities Co-ordinator will be involved and kept informed by the class teacher.
- Behavioural observation records will be kept by the class teacher. These records must describe the 'trigger' for the behaviour, action taken and the results.
- The class teacher will plan regular times to discuss successes and difficulties with the pupil, providing strategies to cope with difficult situations and to change behaviour.
- The Special Needs and disabilities Co-ordinator should be informed of on-going behavioural problems and if school resources have been exhausted, relevant external services may become involved to provide advice.
- Individual behaviour provision plans may be put in place to support some children in school. These plans are shared with all staff to ensure a consistent approach is used to address any child's individual behavioural needs.

The Head teacher will be involved and parents notified by the teacher if any of the following occur

Fighting

Biting

Sexual Behaviour

Cause of physical injury to another individual Bullying

Theft

Persistent disruption to the learning of others

Incidents of the above behaviour will be considered individually and may result in exclusion. Any recurrence of the above, following a consequence and parental involvement, may result in exclusion.

Rewards

- Rewards are given in recognition that children's behaviour is linked to a positive self-image and to their own self-esteem as well as to their understanding of others' needs and feelings.
- Staff ensure all children receive frequent, sincere verbal praise and positive feedback about their behaviour, effort, attitude or work.
- Work is marked according to the feedback policy and includes positive comments about what the pupil has achieved.
- Good work is shared in the classroom and also between classes.
- Examples of helpful, considerate behaviour and a positive attitude to work and play are identified and praised through the Values systems amongst other strategies.
- Teachers may send a pupil to the Head teacher to receive a special sticker.
- Any member of staff may identify a child to be written in the Values book which is read out in weekly assembly.

Response to inappropriate behaviour

- Adults always remain calm and speak to the pupil/s in a controlled manner. An approach is followed that draws minimal attention to the child and the inappropriate behaviour e.g. using non-verbal signals initially and discreet correction, the adult positions themselves next to the pupil whose behaviour is causing concern, use of eye contact. Discipline is managed as a learning exercise, teaching the pupil to appreciate the effects of his/her actions and to understand the consequences for themselves and others. These messages are consistently reinforced.
- Attention is drawn to the desired behaviour
- The pupil is reminded of the expectation
- Correction is positively phrased, by clearly requesting the desired behaviour
- The pupil is provided with a chance to take responsibility and make a choice e.g. you need to make a choice to listen in your group or...
- Time is given for up-take/response
- Failure to respond indicates a choice e.g. you have decided not to listen so you have chosen to move...
- The incident is followed-up positively and working relationships are re-established

The class teacher is responsible for managing the behaviour and discipline for pupils in his/her class. Inappropriate playground behaviour will be investigated and responded to promptly by the adult on duty, who will inform the pupil's. In all incidents the adults involved together with the class teacher will decide the consequence for inappropriate behaviour and will ensure the consequence is delivered. This may be in conjunction with other staff e.g. Special needs and Disabilities Coordinator, if they are involved, the Head teacher or Head of School. Teaching support staff will follow the guidelines of this policy. Any child, who fails to respond to adult requests to change their behaviour during group/one to one activities will be returned to the class teacher. The class teacher will be kept informed about any issues regarding a pupil's behaviour.

Withdrawal

Withdrawal is used to allow a pupil time to calm down and reflect on his/ her behaviour under supervision. On the majority of occasions when withdrawal is used, it will be within the pupil's own class. If the inappropriate behaviour is more serious or if the pupil is repeatedly not responding to adults' requests, withdrawal may be given in another class. Removal from the class/lesson /playground environment must be to one where there is no attention or reward. ***Parents must be informed by the teacher and the conversation recorded in the child's chronology.*** When using withdrawal a pupil will be escorted to another class. The receiving teacher will seat the child in a quiet area apart from other pupils for the requested time (5minutes, 10 minutes, remainder of the session), returning them to their class escorted by another pupil if appropriate. Work may be sent with the pupil depending on the situation. Where a child's behaviour is more dangerous either to themselves, adults or other children, the child may be removed to a quieter room or space in the school. This is always fully supervised using appropriate, skilled and trained staff who know the children best. The child's best interests are always considered.

Sanctions and consequences

These should relate directly to the behaviour causing concern e.g. damage to property – repairing during own time (playtime). Causing upset to others – reflecting on consequences during own time/writing or preparing an apology. Sanctions involving the pupil being isolated or sitting alone should be limited in their use and duration.

(Teachers should be aware of the possible rewards sanctions hold for pupils who persistently misbehave e.g. it may be that a child misbehaves to be kept in at break time.)

Playtimes

Inappropriate behaviour at playtimes will be corrected following this policy. Failure to respond to adults' requests to change behaviour, harm caused to another or rudeness will result in the pupil walking with the supervisor for a set amount of time. This time should be treated as separation from peers and activities. Supervisors make use of this time to discuss the consequences of the behaviour for the offending pupil and for others. Any racist or homophobic incidents, bullying or fighting must be taken seriously and reported immediately to the Head teacher or senior member of staff in school at that point. Serious misbehaviour that repeatedly puts pupils' well-being at risk will result in a pupil not being allowed out at break times. At lunchtimes this may mean a lunch-time exclusion and parents may be asked to take the pupil home.

Parents

Children are less likely to encounter difficulties if the behavioural expectations and boundaries are similar between home and school. Therefore, we aim to work in partnership with parents to encourage and develop positive behaviour. This may be through individualised plans (provision maps/pupil passports), Personal Support Plan (PSPs) or Early Help Assessments if a child's behaviour is an on-going cause for concern. Parents will be informed if their child has behaved in a way that has disrupted the learning of others, caused concern in relation to health and safety or caused harm to another child. They will be informed if their child is persistently disrespectful or repeatedly fails to respond to adult intervention. If a parent is informed about their child's poor behaviour the behaviour must be considered to be beyond the scope of that managed on a daily basis, either in terms of severity or frequency. All comments or discussions with parents about their child's behaviour will take place in privacy. Staff will seek parents' views and support in developing appropriate behaviours. The school will actively encourage positive images of all children and at all costs discourage any negative labelling by adults or children. Class teachers will keep a record of conversations with parents about pupils' behaviour using CPOMS. Parents will be informed that a record is being kept.

Equal opportunities

All children are entitled to a broad and balanced curriculum, irrespective of their age, gender, race, physical or intellectual ability. Each child will have the opportunity to develop at a level and rate appropriate to their needs. The class teacher is responsible for ensuring that an effective learning environment is maintained for all children through effective class management, appropriately planned activities and implementation of the school's policies. In respect of behaviour the teacher must meet the needs of pupils, maintaining positive relationships and responses to all children and taking steps to avoid any labelling that may occur in and out of their classroom. The class teacher is responsible for ensuring all children are able to learn without persistent disruption due to pupil behaviour.

Individual needs

It is recognised that the characteristics of some conditions result in inappropriate behaviour. The expectations and code of conduct are the same for all children but the level of support to sustain appropriate behaviour will be greater for some individuals. These children will have their needs and targets for progress identified Individual Education Plans. If available, additional adult support may be targeted for the times that pose the most difficulty for the pupil. In accordance with the Disability Rights Act, staff have a responsibility to anticipate and take **reasonable** steps to avoid such difficulties for a pupil with an identified need of this nature.

Confidentiality

Any concern about a child's well-being, behaviour or learning is a matter of confidentiality. All staff are aware of and respect the need for confidentiality for pupils and parents/ carers. Information is shared between staff appropriately to meet needs for observation, support or to implement strategies. Information within a child's Individual Education Plan or Early help Assessment will only be shared with external agencies in agreement with the child's parents or if it is necessary to ensure the child's safety. Discussions with parents/carers about children's learning or behaviour will take place out of the hearing of others. Staff should be aware of other people in school, e.g. volunteer helpers, and respond to pupils' behaviour in such a way as to maintain confidentiality.

Incidents are managed sensitively, in a manner that protects the child's positive image in the eyes of his/ her peers. Steps are taken to avoid children becoming aware of any observation or recording that does not apply to the whole class. Strategies involving a pupil's peers/ friends to encourage appropriate behaviour will be presented positively and implemented with parents/ carers agreement.

Recording

Incidents may be recorded in a child's home school diary or in an individual record. When behaviour is persistently inappropriate or gives significant cause for concern, detailed records using our safeguarding online C-POMS system will be maintained.

Anti-bullying statement drawn from preventing and tackling bullying (DFE March 2014):

As Values schools we believe everyone has the right to be treated fairly and equally, therefore, bullying, in any form including bullying and discrimination as a result of gender, race, ability, sexual orientation or background and cyber bullying is absolutely unacceptable and will not be tolerated at Shillington or Stondon Lower School. As such, all reports of bullying will be treated seriously and all incidents will be thoroughly investigated and action taken accordingly. The school will also comply with the Equality Act 2010 ensuring that discrimination or bullying with regard to gender, race, ability, sexual orientation or background will not be tolerated.

Behaviour outside of school hours

In line with the Department for Education guidelines, the school will comply with the following:

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any behaviour/bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where incidents outside school are reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Allegations against staff

The Governors would, however, expect the Head teacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff March 2012'

<https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff> guidance when setting out what school staff can expect if there is any allegation

against them and what outcomes and sanctions there could be, including the outcomes for pupils making false allegations.

Use of reasonable force

In line with the Department for Education's policy "Use of Reasonable Force" July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> the school will comply with the following guidelines: *in italics*

What is 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 either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.*
- *'Reasonable in the circumstances' means using no more force than is needed.*
- *As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.*
- *Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.*
- *School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.*

Team Teach

- Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force. The following statement should be made both in local & corporate policy:
- "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews - Director)

Who can use reasonable force?

- *All members of school staff have a legal power to use reasonable force (under Section 93 of Education and Inspections Act 2006)*
- *This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit*
- *Additionally, some staff members at both schools have received Team teach certification validation for 36 months) 'in achieving a balanced reduction in risk, restraint and restriction within a holistic framework'.*

When can reasonable force are used:

- *Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.*
- *In a school, force is used for two main purposes – to control pupils or to restrain them.*

- *The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances including a child's SEND.*
- *The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.*

Schools can:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force:

- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly. In the Home School agreement in each child's Home School book given out annually it says: 'Use appropriate techniques and actions if necessary to keep your child safe from harm '

Staff training:

- Schools need to take their own decisions about staff training. At Shillington and Stondon Lower we include whole staff input on managing behaviour at least annually. The Head teacher considers whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed pupil;
 - When a pupil is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To assist a pupil in a physical activity
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and

- To give first aid.
- Hugs may be given when requested/initiated by the child, when comforting a distressed pupil, as congratulations or praise and should be sideways on whereas initiated by the adult. Adults will ask a child if they can help them by giving comfort in this way.

Incident Book

Following an incident involving physical intervention or restraint by a member of staff, the Head teacher must be informed and a full factual report on the events before, during and after the incident must be recorded in the school numbered and bound book, kept in the Head Teachers office.

- Details of where and when the incident took place
- Circumstances and significant factors which led to the incident
- Duration and nature of any restraint used
- The names of pupils and staff involved/present
- A description of any injury sustained by pupils or staff
- A description of any action taken after the incident
- The report must be dated and signed by the member of staff concerned and the Head teacher/Assistant Head teacher.

Fixed term exclusion

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, in line with CBC policy. For repeated or very serious incidents the Head teacher may permanently exclude a child. The chair of governors or his/her substitute will be informed immediately of this action and the governing body will be informed.

The decision to exclude a pupil needs to be robust, fair and defensible. The Head teacher and Governing body will use DFE guidance 'Exclusion from Schools and pupil referral units from September 2012 which was last updated in September 2017

<https://www.gov.uk/government/publications/school-exclusion> in decisions made. In the majority of cases it will be possible to inform the parents that the pupil is at risk of exclusion. Steps will be taken to avoid exclusion such as the implementation of a Pastoral Support Plan, involvement of the Behavioural Support Service, Education Welfare Service, Schools' inclusion officer or another relevant organisation.

In exceptional circumstances the Head teacher may decide to exclude a pupil following one serious incident. Such incidents may include significant harm to another individual, physical assault on an adult or behaviour that puts themselves, or others, at significant risk. Biting is considered seriously from a health and safety point of view. Incidents will be considered and evaluated individually. Reinstatement will be on the terms of a Pastoral Support Plan if the pupil does not already have an Individual Education Plan. The pupil's behaviour will be closely monitored and regularly reviewed with the parents.

Permanent exclusion

If it becomes necessary to permanently exclude a pupil in order to ensure the safety and education of all children, the latest County procedure will be followed. Advice will be sought from County Inclusion Support Officer. This advice references a 2 stage test. A decision to exclude a pupil

permanently should only be taken as a last resort in response to a serious breach or persistent breaches of a schools' behaviour policy **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school.

In the case of any exclusion, the parents/carers have the right to appeal the decision in writing to the Governing Body. The complaints policy details the relevant procedures.

Appendices

Appendix 1 – Stondon process and practice documentation

Appendix 2 – Shillington process and practice documentation

Appendix 3 - CBC model exclusion letters

Model letter 1 – Fixed term exclusion letter 5 days or fewer in a term

Model letter 2 – Fixed term exclusion letter 5-15 days in a term

Model letter 3 – Fixed term exclusion letter of more than 15 days in a term

Model letter 4 – Model letter of permanent exclusion

Model letter 5 – Model letter from the Governing body after its consideration of reinstatement

Appendix 1

Practice at Shillington Lower school

Classroom individual reward systems

Class teachers are responsible for deciding on and arranging their own suitable and appropriate classroom behaviour rewards and sanctions. These reward and deal with the positive and negative classroom and playground behaviours they experience in their classrooms. These strategies include the use of stickers, stamps, other interactive approaches. Class teachers are reminded that the best way to encourage good behaviour is by noticing and rewarding those who show it. Notes home to parents and carers either in diaries or through using the Seesaw App are encouraged as being effective, instant, time saving, inclusive and support effective working partnerships between home and school.

Other whole school behaviour reward systems in use are:

Values apples

The Values apples are given to children across the school who demonstrate the school values. The child has a small apple to take home and a large apple to put onto the tree on display.

Good News Book

Children can be sent to share good work, good behaviour or good news with the Head teacher or Head of School. Their names are recorded in the Good news book and these are read out in assembly. These are often but not exclusively work related.

Golden Tickets

An immediate or in the moment response by an adult to something a child/children does/do well in school. They can be given out at any time. These are often to praise effort, behaviour, concentration or notice children spotted doing the right thing. A child should not expect to get a golden ticket for these things but may get one at any point. The named golden ticket is then entered into a random draw at the end of the week in order to win the class mascot for the week. This draw also happens in celebration assembly.

Appendix 2: Practice at Stondon Lower school

Classroom individual reward systems

Class teachers are responsible for deciding on and arranging their own suitable and appropriate classroom behaviour rewards and sanctions. These reward and deal with the positive and negative classroom and playground behaviours they experience in their classrooms. These strategies include the use of stickers, stamps, golden tickets and other interactive approaches. Class teachers are reminded that the best way to encourage good behaviour is by noticing and rewarding those who show it. Notes home to parents and carers either in diaries or through using the Seesaw App are encouraged as being effective, instant, time saving, inclusive and support effective working partnerships between home and school.

Other whole school behaviour reward systems in use are:

Team Points

Each child is allocated to a team upon entry to the school (Hunters, Tiger moths, Spitfires, Lancasters). They stay in that team for their time at the school. The teams are used for a variety of purposes including sports day, management of children around the school and a team point may be given for a child/children's in the moment behaviour and effort. The team points are collated weekly and the winning team is declared. At the end of each half term, the winning team made from pupils across the school are given a team point treat which is usually a game, activity or event suitable like hot chocolate and biscuit decorating, film and popcorn or water play. Children are regularly invited to share how their might earn a team point in discussions in classroom and in assembly.

Values Leaves

The Values leaves are given to children across the school who demonstrate the school values. The child has a leaf to take home and a large leaf to put onto the tree on display. There is a bronze, silver gold system that children can work through each year.

Good News Book

Children can be sent to share good work, good behaviour or good news with the Head teacher or Head of School. Their names are recorded in the Good news book and these are read out in assembly. These are often but not exclusively work related.

Appendix 3: Model exclusion letters

Model letter 1

From head teacher notifying parent of a fixed period exclusion of 5 school days or fewer in one term.

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**. We expect **(Child's name)** to be back in school on **(date)** at **(time)**

(Child's name) has been excluded for this fixed period because **(reason for exclusion)**.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show that there is reasonable justification for this.

We will take reasonable steps to set work for the duration of the exclusion.

You have the right to make written representations about this decision to the governing board. If you wish to make representations please contact **[Name of Contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the governing board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You may wish to contact the Inclusion Support Officer at Central Bedfordshire Council on 0300 300 6924 or 0300 300 6531, who can provide advice on the process. You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24th December to the 1st January. The Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

This information will be shared with other services within Central Bedfordshire Childrens Services including the Early Help and the SEND services who may contact you to offer additional support. Further information can be found at <http://www.centralbedfordshire.gov.uk/school/professionals/information-practitioners/early-help-offer.aspx>

SEN and Disability - Local offer (<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>)

Yours sincerely

[Name]
Headteacher

Model letter 2

From head teacher notifying parent(s) of a pupil's fixed period exclusion of more than 5 school days or a fixed period exclusion which brings the total to more than 5 school days (up to and including 15 school days) in a term.

Dear **[Parent's name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The exclusion start date is **[date]** and the end date is **[date]**. We expect **(Child's name)** to be back in school on **(date)** at **(time)**
(Child's name) has been excluded for this fixed period because **(reason for exclusion)**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days **[or specify dates if exclusion is for fewer than 5 days]** of this exclusion, that is on **[specify dates]**. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will take reasonable steps to set work during the **[first 5 or specify other number as appropriate]** school days of his **[or her]** exclusion **[specify the arrangements for this]**. **[if the individual exclusion is for more than 5 days]**

From the 6th school day of the pupil's exclusion **[specify date]** the school will provide suitable full-time education. Further arrangements will be communicated to you within the next three days.

You have the right to request a meeting of the school's discipline committee to whom you may make representations, and my decision to exclude can be reviewed. **[As the period of this exclusion is more than 5 school days / As this exclusion means that your child has now been excluded for a period of more than 5 school days this term]** the discipline committee must meet if you request it to do so. The latest date by which the discipline committee must meet, if you request a meeting, is **[specify date — no later than the 50th school day after the date on which the discipline committee were notified of this exclusion]**. If you do wish to make representations to the discipline committee, and wish to be accompanied by a friend or representative, please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You may wish to contact the Inclusion Support Officer at Central Bedfordshire Council on 0300 300 6924 or 0300 300 6531, who can provide advice on the process. You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24th December to the 1st January. The Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

This information will be shared with other services within Central Bedfordshire Childrens Services including the Early Help and the SEND services who may contact you to offer additional support. Further information can be found at:

<http://www.centralbedfordshire.gov.uk/school/professionals/information-practitioners/early-help-offer.aspx>

SEN and Disability - Local offer (<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>)

Yours sincerely

[Name]
Headteacher

Model letter 3

From head teacher notifying parent of a fixed period exclusion of more than 15 school days in total in one term.

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**. We expect **[Name of Child]** to be back in school on **[date]** at **[time]**.

(Child's name) has been excluded for this fixed period because **(reason for exclusion)**.

You have a duty to ensure that your child is not present in a public place in school hours during **[the first five school days of exclusion or specify dates]**, unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place on the specified dates. It will be for you to show that there is reasonable justification.

We will take reasonable steps to set work during the **[first 5 or specify other number as appropriate]** school days of his **[or her]** exclusion **[specify the arrangements for this]**. **[if the individual exclusion is for more than 5 days]**

From the 6th school day of the pupil's exclusion **[specify date]** the school will provide suitable full-time education. Further arrangements will be communicated to you within the next three days.

As the length of the exclusion is more than 15 school days or brings the total number of days excluded to more than 15 days in one term; the governing board must meet to consider the reinstatement of **[child's name]**. At the review meeting you may make representations to the governing board if you wish. The latest date on which the governing board can meet is **[date here — no later than 15 school days from the date the governing board is notified]**. If you wish to make representations to the governing board and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing board of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You may wish to contact the Inclusion Support Officer at Central Bedfordshire Council on 0300 300 6924 or 0300 300 6531, who can provide advice on the process. You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24th December to the 1st January. The Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

This information will be shared with other services within Central Bedfordshire Childrens Services including the Early Help and the SEND services who may contact you to offer additional support. Further information can be found at:

<http://www.centralbedfordshire.gov.uk/school/professionals/information-practitioners/early-help-offer.aspx>

SEN and Disability - Local offer (<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>)

Yours sincerely

[Name]
Headteacher

Model letter 4

From the headteacher of a primary, secondary or special school (or the teacher in charge of a PRU) notifying the parent(s) of permanent exclusion.

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[Child's Name]** with effect from **[date]**. This means that **[Child's Name]** will not be allowed in this school unless he/she is reinstated by the discipline committee of the governing board.

[Child's Name] has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show that there is reasonable justification.

Alternative arrangements for **[Child's Name]**'s education to continue will be made. For the first five school days of the exclusion we will take reasonable steps to set work for **[Child's Name]**. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority will provide suitable full-time education and you will be notified of this within due course.

****[Where pupil lives in a local authority other than the excluding school's local authority-REMOVE THIS PARAGRAPH IF PUPIL LIVES IN CENTRAL BEDFORDSHIRE]**

I have also today informed an officer at the local authority of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

As this is a permanent exclusion the governing board must meet to consider **[child's name]** reinstatement. At the review meeting you may make representations to the governing board if you wish and ask them to reinstate your child in school. The governing board have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to decline reinstatement. In which case you may refer their decision to an Independent Review Panel, which can ask the governing board to review its decision. The latest date by which the governing board must meet is **[specify the date — the 15th school day after the date on which the governing board was notified of the exclusion]**. If you wish to make representations to the governing board and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing board of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You may wish to contact the Inclusion Support Officer at Central Bedfordshire Council on 0300 300 6924 or 0300 300 6531, who can provide advice on the process. You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24th December to the 1st January. The

Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

This information will be shared with other services within Central Bedfordshire Childrens Services including the Early Help and the SEND services who may contact you to offer additional support. Further information can be found at:

<http://www.centralbedfordshire.gov.uk/school/professionals/information-practitioners/early-help-offer.aspx>

SEN and Disability - Local offer (<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>)

Yours sincerely

[Name]
Headteacher

Model Letter 5

From the governing board to notify a parent after its consideration of reinstatement. Where text is in red, please adjust to suit each individual situation and change to black for the final version of the letter.

Dear [Parent's name]

The meeting of the governing board at [school] on [date] considered the decision by [head teacher] to permanently exclude your son/daughter [name of pupil]. The governing board, after carefully considering the representations made and all the available evidence, has decided to decline to reinstate [name of pupil].

The reasons for the governing board decision are as follows: [give the reasons in as much detail as possible, to enable all parties to understand why the decision was made.]

You have the right to refer this decision to an Independent Review Panel. If you wish to do this, please notify the clerk to the Review Panel, and set out the reasons for your referral in writing. The address to send this to is: **Clerk to the Independent Review Panel, Committee Services, Central Bedfordshire Council, Priory House, Chicksands, Shefford, Bedfordshire, SG17 5TQ** by no later than [specify the latest date — the 15th school day after receipt of this letter]. If the clerk has not received your application by [repeat latest date], you will lose your right to have the decision reviewed.

Your case should set out details of the reasons why you consider the decision of the **governing board** should be reviewed and include information about any special educational needs (SEN) your son/daughter may have that you consider to be relevant to the exclusion.

Regardless of whether your son/daughter has recognised SEN, you have a right to ask the Local Authority, or the Academy Trust, to appoint an SEN expert to attend the review at no cost to yourselves. The role of the SEN expert is to provide impartial advice to the Panel on how SEN might be relevant to the exclusion, although that will not include making an assessment of any SEN your son/daughter may have. The kind of thing s/he will comment on will be whether the school's policies on SEN are legal, reasonable and procedurally fair, and the extent to which the application of these policies had any bearing on the exclusion. Please let the Clerk to the Independent Review Panel know at the time of notification if you would like a SEN expert to attend the review meeting.

An Independent Review Panel is a three-member panel comprising one serving, or recently retired (within the last five years), head teacher, one serving, or recently serving, experienced governor/management committee member and one lay member who will be the chairman. The Review Panel will rehear all the facts of the case — if you have fresh evidence to present to the Panel you may do so. The Panel must meet no later than the 15th school day after the date on which your request for review is lodged. In exceptional circumstances panels may adjourn the meeting to a later date.

The Panel can make one of three decisions:

- they may uphold the governing board's decision;
- they may recommend that the governing board reconsiders reinstatement; or
- they may quash the decision and direct that the governing board reconsiders reinstatement.

If you do intend to ask for a review, please advise if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform the clerk to the Review Panel if it would be helpful for you to have an interpreter present.

In addition to the right to apply for an Independent Review Panel, you also have the right to make a claim to the First-tier tribunal if you believe that the exclusion has occurred as a result of disability discrimination. Under the Equality Act (2010) you can also make a claim for other forms of unlawful discrimination to the County Court. Any such claims should be made within 6 months of the exclusion. Guidance on making a claim of discrimination to the First-tier Tribunal (Special Educational Needs and Disability) or County Court can be found at <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

You may wish to contact the Inclusion Support Officer at Central Bedfordshire Council on 0300 300 6924 or 0300 300 6531, who can provide advice on the process. You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24th December to the 1st January. The Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

The arrangements currently being made for [Pupil's name] education will continue through the Local Authority.

Yours sincerely

[Name]

Clerk to the Governing Board/Chair of the Discipline Committee