



**PENKRIDGE MIDDLE SCHOOL**

**BEHAVIOUR POLICY DRAFT VERSION**

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| <b>POLICY NUMBER &amp; CATEGORY</b>            | <b>School - 01</b>                          |                  |
| <b>VERSION NO &amp; DATE</b>                   |   | <b>Date 2016</b> |
| <b>RATIFYING COMMITTEE</b>                     | <b>Governing Body</b>                       |                  |
| <b>DATE RATIFIED</b>                           |   |                  |
| <b>ANTICIPATED REVIEW DATE:</b>                |   |                  |
| <b>POLICY LEAD</b>                             | <b>Chair of Governors &amp; Headteacher</b> |                  |
| <b>POLICY AUTHOR</b> (if different from above) | <b>SCC</b>                                  |                  |
| <b>FORMULATED VIA</b>                          | Committees involved:                        |                  |

# **Wolgarston Collaboration of Schools**

## **Behaviour Policy**

This policy has been drawn up following a review of existing policies by the following schools and demonstrates their commitment to developing a consistent approach for all members of the school community to behaviour across the pyramid.

- Wolgarston High School
- Penkridge Middle School
- Brewood Middle School
- St Paul's CE (VC) First School
- St Mary's & St Chad's CE (VC) First School
- St Mary's Wheaton Aston
- St John's CE First School
- St Leonard's CE First School
- St Michael's CE First School
- Princefield First School
- Marshbrook First School

It is our primary aim that every member of the school community feels valued and respected and that everyone is treated fairly and well. We all provide a caring community whose values are built on mutual trust and respect for all. Our Schools' behaviour policy is therefore designed to support the way in which all members of the schools can live and work together in a supportive way. It aims to provide an environment in which everyone feels happy, safe and secure.

### ***Definition***

Behaviour can be defined as a response made by one person to another person(s) or situation. Within our collaboration\_of schools we promote positive, outstanding behaviours towards teaching and learning, conduct in school and beyond the school gates, homework, uniform, attendance and punctuality, environment, extra-curricular activities, home-school communication, and the well-being of all members of the school community.

### ***Aims and objectives***

- Promote good relationships.
- Promote an environment where everyone feels happy, safe and secure.
- Raise awareness about appropriate behaviours.
- Develop independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Consistent approach to behaviour with parental co-operation and involvement.
- Promote good relationships so that people can work together with the common purpose to help everyone learn and the school community to work together in an effective and considerate way.
- To become a positive, responsible and increasingly independent member of the School Community.
- Aim to promote good behaviour as we believe this will develop an ethos of kindness and cooperation, rather than merely deter anti-social behaviour.

**Penkrige Middle School**  
**Policy on Positive Behaviour**

**Philosophy:**

Effective behaviour management is essential if a climate for learning is to be achieved where teachers can teach and children can learn to the best of their ability. Positive behaviour management is based on respect for the individual, a balance of rights and responsibilities together with a fostering of a sense of community for all those involved. The philosophy of Penkrige Middle School is based on inclusive principles which recognise and respect diversity, strive to promote equality and give both rights and responsibilities equal weight. The school aims to be a caring community which encourages pupils to consider others and their property as they would wish to be considered themselves.

All staff recognise that good order does not simply happen but is a consequence of high expectations, mutual respect and rewards and sanctions being firmly, consistently and fairly applied. The school recognises that problems are normal where children are learning and that success is not measured by the absence of problems but by how they are dealt with. As an inclusive school it is important that barriers to learning are overcome and for some children this will involve teaching both social behaviour and behaviour for learning explicitly through the curriculum and implicitly through example.

**Aims:**

- To promote good behaviour, self-discipline and respect
- To regulate the conduct of pupils
- To ensure that pupils complete assigned work
- To prevent bullying (see also anti-bullying policy for more details)

**Links to other policies:** Anti-bullying, Attendance, SEN, Equality & Diversity and Safeguarding Policies.

**Legislation:**

- Education & Inspections Act 2006
- School standards & Framework Act 1998
- Education Act 2002
- Equality Act 2010 / Public Sector Equality Duty (from April 2011)

**Guidance:** Department for Education publication 'Behaviour and discipline in schools: Advice for Head Teachers and school staff' – January 2016

**Discipline in schools:**

**Key points** – The law says:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction in school and, in some circumstances, outside school.

- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants.
- This policy recognises that Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and in respect of pupils with special educational needs (SEN).
- Teachers can impose a reasonable and proportionate punishment on 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 in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- Any sanction must be reasonable in all circumstances and account must be taken of the pupil's age, any special educational need or disability they may have, and any religious requirements affecting them.

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 Head Teacher;
- 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.

### **Teaching & Learning:**

It is understood by all staff that teaching good behaviour is a vital aspect of the curriculum and that all staff have a responsibility to teach behaviour by example and that courtesy, politeness, punctuality, respect, conflict resolution and avoidance are implicitly taught on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas such as through SEAL, PSHE, Citizenship and RE. For some pupils a structured programme of support (including Individual Behaviour Programmes I.B.P's or Pastoral Support Programmes P.S.P's) will also be appropriate. Within general classroom practice there are clear and understood expectations (pupils contribute ideas to forming class rules at the beginning of each year) and solution focussed approaches which are designed to teach and deal with behaviour. All staff should use rewards, sanctions and systems consistently to avoid confrontation between pupils and themselves and to promote the ethos of mutual respect within the school.

## **School Rules:**

Some Class ILT (independent learning time) and school assembly time will be used to ensure that all children know and understand the following statements and are familiar with the School Rules which are displayed on walls and are in the children's organisers for both pupils and parents to refer to.

- At PMS we believe that everyone must learn to take responsibility for their own behaviour.
- We believe that all teachers have a right to teach and all pupils have a right to learn. Children who prevent this from happening will have to come to school with their parents to discuss their behaviour with a senior member of staff.
- We believe that everyone in the school has a right to feel safe. Threatening or bullying behaviour will not be tolerated.
- Children who cannot respect the rights of teachers and other children will be asked to leave PMS.
- All children who attend our school wear the school uniform. If pupils do not wear correct uniform their parents will be contacted so that the problem can be resolved.
- Children that are given additional support to improve their behaviour must accept this support.

## **Routines:**

- Lessons should start punctually.
- Pupils should always come to lessons quietly, with their organiser, reading book and correct equipment ready to work.
- Classes should leave the room tidy and ready for the next lesson.
- Pupils should always leave the room sensibly and quietly.
- Pupils should follow the one way system from lesson to lesson.
- Also see the current list of 'non-negotiables.'

## **Roles & Responsibilities:**

### **Subject Teacher responsibilities are:**

- To plan & prepare appropriate lessons to meet the needs of all pupils in the teaching group.
- To give appropriate verbal and written feedback to pupils to help them move on with their learning.

- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and recognising diversity.
- To provide a stimulating and safe environment in which pupils can learn.
- To teach positive behaviour through language of choice and using solution focus techniques.
- To teach respect by treating pupils with fairness and consistency.
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups.
- To use agreed reward systems and apply sanctions where school rules have not been adhered to.
- To use lesson monitor to add reward points or to record behaviour points in the lesson.
- To deal with any incidents that happen in the lesson initially, gaining the support from the class teacher/KS Leader/ Pastoral Assistant/ Leadership Team as required.
- To use agreed pupil support systems where necessary.
- To run 'solution focus' detentions during break or lunchtime as required or take part in a year/Key Stage detention system.
- To inform others of any incident/concern via the Salmon form system, dealing with the incident as much as possible. (Yellow form for outside of lesson)

(Misdemeanours should be logged on lesson monitor or a salmon form if more serious but not logged on both.)

- If a child needs to be removed from a lesson, then another child must go to get a member of the Leadership Team or Pastoral Team. This must be logged on a Salmon form by the teacher.

**Class Teacher responsibilities are:**

- To act as a first point of contact for subject teachers, dinner supervisors and parents.
- To monitor and address lateness and absence, liaising with office and pastoral assistant if necessary.
- To check and deal with uniform (including make-up and jewellery) and that pupils have correct equipment. Using lesson monitor to record misdemeanours if needed.
- To teach interpersonal skills using Solution Focus Techniques, SEAL and circle time. One of the uses of class time should be to focus on developing positive supportive relationships within the group.

- To regularly talk to individuals about their positive and negative points on SIMS, using the daily/weekly bar charts or favourite reports facility.
- To keep an overall record of pupils' behaviour in their class, keeping letters from parents, Yellow and Salmon forms (acting on them if necessary) and using Round Robins as appropriate.
- To initially decide if a pupil in their class needs to go on support or on an IBP, after discussion with Key Stage Leader or act on requests direct from KS Leader/Leadership Team to intervene. To liaise with KS Leader/ Pastoral Assistant if further steps are needed. (Class Teacher to liaise with home first, see point below)
- To maintain positive communications between home and school using the organiser, phone and meetings as necessary. *Records of conversations should be made on the Green proformas and photocopied by the class teacher. The original should be passed to Jan G to file in the pupil's folder and the copy of the green form should be kept by the class teacher along with Yellow forms etc. If a significant note is made in the organiser a photocopy should be made and passed to Jan G once the parent has signed/replied. This will go into the child's folder.*
- To support the school's behaviour and positive communications policies at all times, seeking clarification if necessary.

**Subject Leader Responsibilities are:**

- To ensure that Schemes of Learning are appropriate for pupils with different learning styles and abilities.
- To provide a positive learning environment within the department for both staff and pupils.
- To ensure that a climate of rewards and praise is upheld within the subject area.
- To ensure that staff in their department follow the behavioural policy and procedures.

**Key Stage Leader Responsibilities are:**

- To lead the teams of Class Teachers and support them in their role.
- To ensure that class teachers monitor key pupils and communicate with parents when necessary.
- To set up and monitor Individual Behaviour Plans (IBP's).
- To liaise with parents, outside agencies and set up Pupil Support Programmes (PSP) as necessary.
- To monitor data about behaviour, bullying and achievements, using SIMS in terms of their whole Key Stage and also vulnerable groups.
- To support individual pupils using reconciliation/reintegration meetings following isolation/exclusions.

- To monitor behaviour in their Key Stage
- To manage a small budget and set up rewards.

**Pastoral Support Assistant Responsibilities are:**

- Support KS leaders and Leadership team with dealing with Pastoral issues.
- Ensure that incidents are followed up in liaison with KS Leaders or SLT and parents informed as necessary.
- Manage pupils in internal exclusion.
- Support KS leaders with administration of behavioural records, IBP and PSP's, etc.
- Lead SEAL sessions to small groups or whole classes.
- Do 1:1 anger management or bereavement support as needed.
- Support pupils with friendship issues, divorce in family, illness or reluctance with coming to school as well as new pupils starting school.
- To make referrals to Local Support Team through Parent Support or Family Support Worker or contribute to an Early Help Assessment.
- To contribute information to Pupil Progress Meetings.
- Working with individual pupils and outside agencies such as EWO, School Nurse, Women's Aid, Parent Support Worker, CAMHS, Behaviour Support and MEAS team.
- Working with Deputy Head and Office for safeguarding, attendance and punctuality matters.
- Running School Council and Film Club.

**Pastoral Assistant Responsibilities are:**

- To do a morning drive duty each day and escort monitored and isolation pupils at the end of the day.
- Collect work for pupils in Inclusion Room or to do at home.
- Follow up yellow and salmon forms seeking advice from Pastoral Support Assistant/KS Leader or SLT as necessary.
- Daily monitoring of some pupils.
- Running Play Shed.
- Support KS leaders and Leadership Team with dealing with pastoral issues.
- Collect information for Round Robins when requested and data retrieval prior to meetings.



- Support and supervise pupils in the Internal Exclusion.
- Take statements from pupils following incidents.
- Record incidents on the Behaviour module of SIMS.
- Inform parents of incidents and sanctions
- Input behaviour data onto SIMS system.
- Undertake analysis of behaviour data as requested.

**SEN and Teaching Assistants responsibilities are:**

- SENCO to lead CAFs and be involved in PSPs as necessary.
- To support SEN pupils in/outside the classroom.
- To work in collaboration with teachers to remove barriers to learning for both individuals and groups of pupils.
- To assist teachers in creating and sustaining a positive culture for learning where praise and encouragement outweigh sanctions.

**Lunchtime Supervisor responsibilities are:**

- To help maintain a calm, safe and orderly environment throughout lunchtime.
- To build positive relationships with all children treating them in a fair and consistent way.
- To liaise with Leadership Group, Key Stage Leaders & Pastoral Support Assistants to keep up to date with individual children's needs.
- To inform the Leadership Group, Key Stage Leaders & Pastoral Support Assistants immediately of potential major incidents that may be developing & record on a yellow form.
- To inform Class Teachers via Yellow forms of minor incidents if pupils have not responded to a verbal warning initially.

**Office Staff responsibilities are:**

- To encourage pupils to seek help from the Office in a polite and appropriate manner.
- To assist in development of pupil's attendance, punctuality and organisation through making pupils responsible for bringing what they need to school, holiday forms, absence letters and trip letters as well as dealing with them if they are late after the bell.
- To pass on any telephone messages regarding pastoral/behavioural matters to the relevant member of staff.

- To inform a Class Teacher or one of the Leadership Group if for any reason they have to deal with/are aware of a behavioural issue.

**Senior Leadership responsibilities are:**

- Deputy Head Teacher to line manage Pastoral Team.
- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist are consistently implemented.
- To ensure that good practice is both developed and shared.
- To ensure that CPD is provided for staff that develops the individual and supports school priorities.
- To ensure that the school has systems in place to work with outside agencies.
- To ensure that the school regularly communicates with parents and carers.
- To uphold the systems for dealing with severe behaviour.
- To have a system for dealing with malicious accusations against school staff, which is likely to lead to fixed term exclusion and may also lead to further investigations by outside agencies.
- To provide clear, strong leadership and support for the school's behaviour policy.
- To ensure that the behaviour policy is up to date and shared with all key stakeholders regularly.

**Governing Body responsibilities are:**

- To ensure that the school's behaviour policy promotes positive behaviour and is reviewed annually & published to stakeholders.
- To support the Head teacher in the monitoring of attendance and exclusions of different groups of pupils including looked after children, Pupil Premium pupils and those from different ethnic groups.
- To make arrangements to safeguard and promote the welfare of children (this is a duty under section 175 of the Education Act 2002).
- To form a Governors' Discipline Committee which meets when needed.

**Parental responsibilities are:** (From home/ school agreement)

- To sign the home /school agreement in the planner.
- To encourage their children to show respect & courtesy towards all staff & towards each other.
- To ensure children come to school regularly, on time, in correct uniform and properly equipped.

- To support our guidelines and policies for behaviour and conduct.
- To make their child's Class Teacher aware of any concerns or problems that might affect their child's work or behaviour.
- To support children in homework and other opportunities for home learning.
- To attend parents' evenings and discussions on children's progress.
- To share in the life of the school through the wide range of opportunities on offer.
- To try to take annual holiday outside term time.
- To be willing to consider help from school/outside agencies (even as a trial) if school feel that it would help.
- *Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.*
- *Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first 5 days of any exclusion. If they do not, the school or the Local Authority may issue a £50 penalty.*
- *Parents must also ensure that their child attends the suitable full education provided by the local authority from the 6<sup>th</sup> day of exclusion. If they do not, the school or the Local Authority may ask them to sign a parenting contract, may issue a £50 penalty or the Local Authority may prosecute them.*

**Pupil responsibilities are:**

- To be properly prepared for the lesson by being on time, wearing correct uniform and bringing the correct books, equipment/kit and completed homework when required.
- To behave in a sensible manner appropriate to the lesson, ensuring they are not disturbing their own learning or the learning of others.
- To behave in a safe and co-operative manner, supportive of other pupils' learning.
- To be polite and courteous to all staff and pupils present.
- To attempt to complete all work that is set to the best of their ability.
- To keep your password safe and private.
- Please also remember that on the way to and from school you must follow school guidelines for sensible behaviour.

## **Rewards**

It is recognised that praise is more effective than punishment and that positive behaviour and good attendance is more likely to be fostered in a climate of rewards and encouragement.

Positive recognition may include:

- Sims points leading to possible extra activities, non-uniform day (for certain groups of pupils at the discretion of the Head Teacher)
- Merits which lead to certificates and small prizes.
- Certificates, prizes and trophies related to sport/subject competitions.
- Responsibilities: School Council, Eco-school, Buddies, Bright Sparks, prefects, House Captains and Vice Captains.
- Positive comments from teachers to parents via organisers, subject postcards and text message.
- Star Pupil awards.

Rewards are monitored and discussed at Key Stage / Year meetings on a regular basis.

## **Consequences, Sanctions & Reconciliation.**

It is recognised that sanctions are necessary as a deterrent and that they are most effective when they are closely linked to the offence, administered as soon as possible afterwards, consistently applied by all staff and are designed to teach positive behaviour and not used solely to punish. The majority of behaviours dealt with by teachers are low level, high frequency disruption.

An important element in classroom management therefore is that:

- A solution focus discussion should always be the starting point.
- Students should be made aware of personal choices and that they are responsible for their actions.
- Staff should use positive strategies to avoid a further incident before giving another consequence.
- Consequences should be clear, consistent and fair.
- In giving any sanction staff should always look for the least intrusive strategy in which the aim is quickly to refocus the student on the task without escalating the situation.
- Removal of a child from a lesson by a senior member of staff must be followed up by filling in the salmon form to ensure that it is logged and followed up.

As a guide the following sanctions could be used:

- Verbal reprimand and reminder of rule (quietly to the child rather than in front of the whole class if possible).
- Losing points from Sims.
- Positive questioning and explanation that there will be a consequence, 'Are you choosing to break the rule about.....' 'If you continue to do this you will be...'
- Change of seat.
- Work to catch up with in own time or repeating unsatisfactory work until it meets the required standard.
- Short 'Reflection' time at lunchtime.
- Break/lunchtime detentions – using solution focus discussions.
- Cooling off outside classroom for 1 minute (ensure they are safe and in view).
- School-based community service or imposition of a task e.g. picking up litter/helping dinner supervisors.
- Payment – property damage/lost book.
- Loss of privileges.
- After school detention – please liaise with KS Co-ordinator as parental permission required & 24 hours' notice required.
- Report cards with specific positive behaviour targets.
- Removed from lesson from a Senior Member of Staff to be followed up with salmon form.
- Internal exclusion (in inclusion room).
- Fixed Term Exclusion to be used in extreme circumstances. HT & Governors would be involved if permanent exclusion was under consideration.

**N.B.** For children with different areas of need, we need to note the following guidance from the Autism Outreach Service, who will provide support in dealing with the issues and practice raised here:

It is recognized that all children need to have boundaries and comply with school rules.

Children with an ASD have difficulty with communication and social interaction. Even if a child appears to be a fluent speaker on the surface, their literal thinking and slow processing means that they may not glean the meaning from verbal communication.

Their difficulty with social interaction means that they find it difficult to explain their own behaviour and that of others. Applying sanctions is a very sensitive area for children with an ASD and their parents.

For children with an ASD / slower processing speed

- School rules need to be presented visually using stick people and speech and thought bubbles.
- Children with an ASD should have a student support plan which has strategies, rewards and sanctions written into it. These strategies, rewards and sanctions should be discussed and jointly agreed by the school and the parents.
- These plans should be reviewed at least termly to take account of any changes.
- If children with an ASD are expected to understand consequences, it is a good strategy to use comic strip conversations to explain them to the child.
- Children with an ASD should have access to:
  1. Exit cards and a chill out area.
  2. Worry boxes
  3. They should have access to a feelings diary and support in using it throughout the day to diffuse any possible anxiety and explain any difficulties which may arise due to lack of social skills.
  4. Preferably they should have access to a social skills curriculum.
  5. If an incident occurs the child should be debriefed using comic strip conversations after a cooling down period.

(Staff can refer to the Learning Passports for individual pupil needs /strategies.)

### **Support Systems for Pupils**

In addition to lessons which are well paced and delivered, where barriers to learning have been removed and work is appropriately challenging, some pupils will still need additional support.

Some of the children experiencing Social, Emotional and Behavioural difficulties will be identified through the school's SEN procedures, often via Class Teachers or Key Stage Leader. The school follows the SEN Code of Practice and has a staged intervention process. Please see SEN policy for further details.

### **Support & Report Systems:**

Both KS2 and KS3 use a selection of different support & tracking cards.

Student Support Plans and Pupil Support Programmes (PSP's) may be used to support pupils further with specific targets being agreed between school, the child, the parent & any other agencies involved. (e.g.LA Behaviour Support Workers).

Some pupils in Y8 may follow an alternative curriculum for part of their weekly timetable.

### **Support for Parents:**

- Any concerns with a pupil's behaviour will always be addressed more easily with home and school working together. This may be through telephone call & meetings. The Class Teacher is the main contact.
- School can also access support for families/parents from the Local Support Team who can arrange meetings with family or parent support workers, who can help parents to establish positive behaviour strategies & routines to use in the home.
- PMS like every other school has a set 'Complaints Procedure' for issues that can't be resolved through the usual channels. Staff work hard to try to resolve issues and would prefer to resolve matters in this way. Should this not be possible the formal procedure will be offered.

### **Support for Staff:**

- All staff will be given training related to behaviour management strategies through regular staff meetings & inset days.

### **Conduct outside the School Gate:**

*Teachers have statutory power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable.' Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances. Therefore teachers may discipline a pupil for misbehaviour when a pupil is*

- *Taking part in a school – organised or school related activity.*
- *Travelling to and from school, including on the school buses.*
- *Wearing school uniform.*
- *In some other way identifiable as a pupil of the school.*

*or misbehaviour at any time, whether or not the conditions above apply, that:*

*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.*

*In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.*

The sanctions that apply in these situations comply with those taken if the misbehaviour took place within school, having liaised closely with the families involved and the police if necessary.

### **Confiscation of Inappropriate Items:**

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

- i) *The general power to discipline 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.*
- ii) *The power to search without consent for 'prohibited items' including weapons, knives, alcohol, illegal drugs, stolen items tobacco and cigarette papers, fireworks, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules and pornographic images / material.*  
*Weapons and knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.*  
*If necessary, the Senior Leadership Team and Governors would take advice from the DFE Guidance 'Screening, Searching and Confiscation' guidance.*

Any member of staff can confiscate an item from a child. If a member of staff suspects that a child has something that they shouldn't, then they have the power to ask the child to empty coat pockets, bags/lockers etc. A second member of staff should act as witness: e.g. a member of the Pastoral Team (KS Leaders or Pastoral Assistant) or Leadership Team if possible. If it is a phone it should be taken to the Office for safekeeping and the member of staff needs to ring the parent/carer to arrange for them to pick it up or agree for the child to take it home in certain circumstances. (A second or third offence would lead to the parent having to come and pick up the phone at a convenient time during school hours.) If it is an item that may cause harm then it can be retained or disposed of by the member of staff. Illegal/dangerous items would be passed onto the Police. A member of the school's Leadership Team would be involved in this. (If this occurred it is very likely to result in exclusion.)

### **Detentions:**

Teachers have a legal power to put pupils in detention. Where possible, staff should use 'Solution Focus' positive discussion during the detention to try to resolve any issues and prevent them from happening again. Parents do not have to be informed regarding lunchtime detentions but staff should inform parents that this has happened via the child's organiser. Staff should ensure that they allow children reasonable time to eat, drink and use the toilet. Parental consent is not required for after school detentions but we must give parents 24 hours' notice, in writing e.g. a letter or note in the organiser for the afterschool detention to be set. For safeguarding, as a staff we would not carry out the detention unless we knew that the parent had seen the note or we had spoken to them over the telephone. Staff should also find out if possible how the child is going home after the detention, to ensure the pupil's safety.

### **Power to use Reasonable Force and other physical contact:**

*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. Also for the Head Teacher and authorised staff to use such force as is reasonable given the*



*circumstances when conducting a search without consent for 'prohibited items' (see previous list).*

### **Awareness of Safeguarding, Equality & Inclusion of All:**

All school staff should consider whether a child's behaviour gives cause to suspect that the child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's Safeguarding policy (seeking immediate advice from designated staff). Staff should also consider whether continuing disruptive behaviour may be the result of unmet educational or other needs. Staff should seek advice from SENCO, KS Leaders, Pastoral Assistant or Leadership Team. At this point, the school should consider whether a multi-agency assessment is necessary. Staff must ensure that they are following the Equality Act / Public Sector Equality Duty and are aware of vulnerable groups.

### **Social Media:**

Misbehaviour through the use of ICT / Social Media is unacceptable. Once reported / discovered, the issue will be investigated thoroughly, evidence presented e.g. in the form of print-outs / screen shots and a decision made about sanctions where necessary. Pupils' families will be contacted. The Police will be informed in serious cases and advice sought.

### **Consultation:**

By Pupils: September 2016

By Parents: September 2016

By Staff: September 2016

By Governors: September 2016

**Updated** September 2016