



'Being the best we can be with God, knowing that with God all things are possible'.



This policy belongs to

St. Lawrence CE Primary School

Part of the Tibberton CE Primary School and St Lawrence Primary School Federation

Behaviour and Learning

Revised: Spring Term 2022

Consultation with Staff & Governors

and adoption of policy: Spring Term 2022

Review Date: Spring Term 2023



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Introduction

Children need to be able to discover where the boundaries of acceptable behaviour lie and at times to test these boundaries. The response to any such test is to confirm the boundary by firm, immediate and appropriate action. Uncertain and delayed responses will invite a new challenge and can escalate the level of misbehaviour. Children should never be in any doubt as to what is and is not acceptable.

In the classroom the most important influence is the relationship between the child and the teacher in collaboration with the teaching assistant. When the teacher sees behaviour judged to be unacceptable and makes an intervention, it is this relationship between the teacher and the child which determines the success of the intervention, although it needs to be recognised that on occasions external factors can outweigh this relationship.

Promoting responsible behaviour and self-discipline and the values on which they are built are essential tasks within the classroom and the school. Consistency and fairness are of paramount importance. Our success is tested not by the absence of problems but by the way we effectively deal with them.

Aims

Good behaviour in our school is essential to maintain a safe and happy environment. At St. Lawrence CE Primary School, it is expected that all members of the community - staff, children, parents and governors - work together to ensure that our school is a safe and harmonious place to be. Our vision is embedded so that we all strive for the same shared goal, ***'Being the best they can be with God, knowing with God all things are possible.'***

The school seeks:

- To create an environment consistent with the Christian faith that is positive, nurturing and caring where children feel safe, secure and valued.
- To provide high quality learning experiences within a supportive and safe learning environment, which enable children to develop positive views of themselves and others in order to shine.
- To promote positive attitudes towards personal safety, health and hygiene.
- To set high standards for personal behaviour and self-discipline with consideration, courtesy and respect for other people of all genders, ages, races and cultures.

Ethos

Through our consistent, positive approach, focused on mutual respect, pupils develop strategies that support them in self-regulation, behaviour and self-control in a safe environment where high aspirations of learning can take place.

- The school ethos on behaviour is based upon the guiding principles through the **St. Lawrence Way** which are underpinned by our Christian values.

Values

- Everyone has a right to feel safe at school. The staff at St. Lawrence CE Primary School are committed to ensuring that every child is protected from harm.
- Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
- It is everyone's responsibility to help make our school a happy place where everyone can be successful.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn.
- We encourage and support all pupils to become responsible for his/her own behaviour in line with their age and experience.
- Our expectations are for positive behaviour which will be celebrated and rewarded.



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- Unacceptable behaviour will be met with graduated consequences taking into account pupil wellbeing and special educational needs and disabilities.
- Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.
- We have rules in our school because they provide a code about working and being together.

These statements are based upon the United Nations Convention on the Rights of the Child and the Human Rights Act and the expectations of our British values.

Expectations

Our **READY** behaviours

All stakeholders (Governors, staff, pupils and parents/carers) agree to our 5 READY behaviour expectations. These help us to ensure a consistent and positive culture is established around behaviour and attitudes towards learning throughout the school day. The 5 READY behaviour expectations provide a reference point for stakeholders and act as a reminder of how we can all work together to ensure that our school is a great place where excellent learning takes place. We believe that our READY expectations provide a deep understanding of how we can all be productive and contributing citizens that understand tolerance as an essential skill for life. Parents, teachers and children will sign a Home School Agreement each year about following these guidelines (see Appendix 1).

'We are **READY** to learn'

R – Respect everyone's right to learn

E – Everyone has the right to feel safe

A – Attitude is everything

D – Disruption free classrooms

Y – You can reach your potential

Tolerance of others, built on mutual respect, is an essential component of our behaviour policy. By building a respectful and tolerant community we believe that individuals are able to grow on a personal level and we develop a much deeper understanding of how we are all different and have different strengths and challenges. Using the READY behaviour expectations as a framework, we aim to develop secure relationships that allow new learning to take place when behaviours are not helping us to be 'ready' to learn. There is a shared, collective responsibility and we all have a part to play to ensure that our school is a place where amazing learning takes place.

Behaviour Support System

Our behaviour system is based on positive reward and reinforcement. Children will be actively praised for good behaviour that demonstrates positive choices with their actions, words and learning attitudes and includes behaviours which keep them safe and healthy.

In consultation with our school council our pupil community have decided to have a visual representation in each class to support behaviour in all classes. The representation is our school oak tree with the tagline 'Be Tree-mendous'. The tree will have coloured bands (red, orange, green, bronze, silver, gold) and each child will be represented by an acorn on the tree. At the start of the day each child will be placed on the green band and



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throughout the day children can move their acorn up to bronze, silver and gold if they are displaying good and exemplary learning behaviour. If a pupil reaches 'Gold' by the end of the day, they will receive a 'gold' sticker and a 'Good News' note that will be sent home to notify parents of exemplary behaviour.

Alternatively, the acorn can move down to orange or red if children are not following the SMART code of conduct. Throughout the day there are opportunities for our pupils to redeem themselves and can work back up to green by displaying positive behaviour.

Further awards for learning and upholding Christian Values will be given weekly in Celebration Worship and weekly reward time, the specific reward chosen by each class.

Children will also be rewarded with house points for upholding our core Christian values.

Procedures for Sanctions

At times, children may need to be reminded about the behaviour choices, especially if these behaviours result in an unsafe environment for both themselves and the other children and adults in the environment. This behaviour would be at odds to the Christian Values we hold dear and the **READY** guide that children are familiar with.

Where adults identify poor choices being made, they will follow this tiered system : (Refer to Appendix 2)

1. A clear verbal warning where a request is made to stop the behaviour and a reminder of what the behaviour should look like.
2. Time to think – Pupil needs to fill in a reflection sheet (Appendix A) with an adult talking through their behaviour and identifying their poor choices as well as discussing what needs to be carried out next time to make the situation a more positive one. A loss of a privilege will be taken e.g. missed playtime.
3. Parents informed– Parents informed at the end of the day of poor behaviour choices by the class teacher, consequence will be missed playtime and a letter of apology written.
4. Three reflection sheets in the same rolling week will result in parents being called to discuss the behaviour with an expectation that this must improve for the child to continue their education in the school environment.
5. Continuation of these behaviours will result in the child having to learn from home with a fixed term exclusion.

The visual system in place in classrooms is explained to children in the following way.

Be Tree-mendous – Tree colour bands	What does this mean?
Gold	Sticker and Good News praiseworthy note home.
Silver	House point for showing positive behaviour
Green	'Good to be Green' – This is what we expect
Orange	Tier 1 – Verbal Warning
Red	Tier 2 – Time to think Reflection and a missed playtime

If behaviour is persistent and does not improve when children are on the 'red' zone then we will implement further sanctions and there will be a tiered procedure for unacceptable behaviour.



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Challenging Behaviour

Although we understand everyone has challenging days at times, there must be consequences if children do not follow the READY code. Behaviour is dealt with immediately (non-confrontational manner). The whole St. Lawrence Community (teachers, teaching assistants, lunch supervisors, admin and caretaking) are actively involved in praising positives and supporting behaviour improvement. The PACE approach will be implemented as a way of talking to children and making them feel safe and secure – Appendix 3.

We will deal with inappropriate behaviour in some of the following ways:

- Initially, the child will be dealt with using the visual behaviour systems previously mentioned: 'Be Tree-mendous' visual behaviour chart. At Orange (Tier 1) there will be a verbal warning and at Red (Tier 2) a Stop and Think reflection sheet will be implemented to allow the pupil to talk through an incident with an adult and a missed playtime.
- If poor behaviour continues or three or more 'Time to think' reflection sheets completed during a week the child might be put on a report card system, where their behaviour is recorded for each lesson on a chart. This is shared with the headteacher and parents at the end of each day.
- A 'Time Out' system also runs at lunchtime. If the READY code is not followed on the playground, then the lunchtime supervisors will bring the child involved into school to see Mrs Moore or Mr Al-Asmar. The child's name and actions will then be logged on the incident recording sheet and the child will remain in school for time out.
- After time out to think, there are opportunities for the children to apologise and shake hands, make friends and be positive again. ELSA support with Mrs Leon My be required to support children that consistently forget to use the SMART code.
- In extreme cases, poor behaviour may lead to an internal, temporary or permanent exclusion - but this is of course only a last resort and will always be avoided where possible. The tiered system is in place to avoid an exclusion and as you can see that from Tier 3 onwards parents will be part of the process to improve poor behaviour.

It is extremely important that you support us with the sanctions your child might be given, this can have a huge impact on the interactions your child has with others and behaviour for the future.

Disciplinary Sanctions

We approach challenging behaviour proactively. We assess why children behave the way they do (what are the triggers or antecedents to challenging behaviour?), then plan support programmes to avoid such triggers for poor behaviour or introduce the child to techniques to avoid such triggers and respond to their own need to self regulate their behaviour. Such support includes our "Time to Talk" Reflection sheets and "Socially Speaking" programmes, Circle of Friends and Report Cards, which allow children to develop their behaviour management skills each day: children are supported to plan targets for their behaviour and to assess their progress towards those targets.

A distinction is drawn between minor incidents and those of a more serious nature. Fighting, stealing, bullying or being constantly disruptive result in a child being removed from class and sent to the Executive Head/Head of School. An 'emergency' card system is used by teachers across school to call for assistance in classes should the need arise.

Such behaviour will be logged on our online school safeguarding system, CPOMS. Parents will be contacted, and their support requested if behaviour is a frequent concern. Outside agencies may be involved, with the aim of



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analysing the behaviour and the reason for it and the subsequent implementation of Individual Behaviour Plans if needed to plan support for the child with relevant home / school / agency support.

Challenging and anti-social behaviour is dealt with promptly and support is given to the victim. Our hierarchy of sanctions encourages children to reflect on their actions, gives them the chance to redeem themselves and encourages children to take responsibility for their actions and the impact they have on those around them. Our policy is to encourage integration with others, e.g. with the ultimate goal of bully and victim relating positively towards each other.

Corporal punishment is never used. It is a violation of children's rights to respect for human dignity and physical integrity and a form of violence against children.

Additional Courses of Action

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:-

- Consultation between staff, including the Headteacher and SENDCO to consider appropriate interventions, including Early Help process, ISF funding, Emotional Health and Wellbeing panel, referral to Fair Access Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.
- Discussion with a child's parents/carers to keep them informally apprised of their child's behaviour difficulties (e.g. via the telephone or at a meeting)
- A school-based plan will be structured to support the child with the full involvement of the parents/carers. This will be a Behaviour Contract and will form part of provision management
- Advice from, or referral to the Behavioural Support Team or other external agencies (e.g. LSAT or EP)
- Formal meetings, to include parents/carers and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

Lunchtimes

At lunchtimes children are expected to abide by all the school rules and it is the role of the supervisors to oversee this. The role of staff at lunch time, is to follow the agreed school rules. The Executive Headteacher and/or Headteacher may, in extreme circumstances, decide to contact a child's parents and may exclude that child from the premises at lunchtimes. Lunchtime exclusions are counted as one half of a school day for statistical purposes and trigger governor meetings so that parents can make representations. Lunchtime exclusions will not be counted towards the school's duty to provide full-time education from day six of a fixed period exclusion.

Leaving the classroom or school grounds without permission

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk. (Please see appendix 6 for further details.)

Assessment and reporting

Where a child's behaviour is observed as unacceptable and meets Tier 3, staff will log an incident on CPOMS, the online Safeguarding management reporting software in use in school and make a note in the class behaviour file. A home/school behaviour log may be introduced to track daily behaviour, both in school and at home. This book is a vital link between school and home and is used in conjunction with the child, class teacher, parents, Senior Leadership Team and SENDCo.



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Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle. It is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve. All staff and governors are aware of the Equality

Act and Disability Discrimination Act and are aware of their responsibilities in respect to this. There is a Bullying and a Racist incident book kept in the Headteacher's office to record any serious incidents.

Homophobic and Transphobic bullying

School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the RSE curriculum about different types of families and are encouraged to be accepting of all. All staff and parents are aware that homophobic and transphobic bullying are reportable offences. In the event of any such bullying, school would record the incident in the bullying incident log and inform all parents involved.

Sexual Violence and Harassment

The Department for Education (DfE) has published updated guidance for schools and colleges in England on sexual violence and sexual harassment between children. The updated guidance came into force on 1 September 2021. We aim to foster healthy relationships between boys and girls through our Christian values, as well as our RSE and PSHE curriculums. Sexual harassment and violence, however, do happen and our response to this would always be robust. Our Safeguarding policies operate with the best interests of the child at the heart and should be read alongside this policy.

We will always recognise, acknowledge the harassment and abuse and never downplay some behaviours related to abuse as this can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Support will be sought from external parties if a child has been the subject of sexual violence or sexual harassment and this will never be taken lightly.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all 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 governing body must be satisfied that the measures proposed by the head teacher are lawful. (see appendix 7)

Searching and confiscation

The Executive Headteacher and Head of School have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or any item considered to be harmful or detrimental to school discipline. (see appendix 8)

Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example, if a child is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. (see appendix 9 for guidance) The majority of staff have been trained in physical interaction techniques.

Peer on Peer Abuse/Sexual Harassment and Violence

St. Lawrence recognises that children can be vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of 'banter' or needing to 'grow up'.



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We are committed to a whole school approach to ensure the prevention, early identification, and appropriate management of peer-on-peer abuse within our school and beyond.

In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that peer on peer abuse can manifest in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in relationships
- Violence
- Technology used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the Anti-bullying Policy, Child Protection Policy and Online Safety Policy.

We are compliant with statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2021).

Revocation of Parents' Licence to Enter the School

If a parent verbally or physically assaults a member of staff, the matter is immediately reported to the Local Authority and a letter sent from school detailing the withdrawal of the parents' right to enter school. If appropriate the police may be involved.

Pastoral Care for School Staff

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on 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.

Outside Agency Support

- CAMHS
- Behaviour Support Service
- Support from LA Attendance Support
- Fair Access Panel
- Family and Education Support Worker
- Pupil Referral Unit

This policy has been created with the support of the fabulous children here at St. Lawrence.

Further Reading and Guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-ofreasonable-force-advice-for-school-leaders-staff-and-governing-bodies>



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<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

http://www.ico.gov.uk/fororganisations/data_protection.aspx

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-goodbehaviour-in-schools/allegations-of-abuse-against-staff>

Appendix 1

Home-School Agreement

The school, parents and pupils join together to ensure that the schools values are upheld by all signing up to the Home School Agreement each year:

St. Lawrence CE (Controlled) Primary School

HOME-SCHOOL AGREEMENT

The School

School will –

- Make school a secure and safe place for all
- Provide a broad and balanced curriculum and meet the individual needs of your child in line with national guidelines
- Provide opportunities for your child to achieve his/her potential
- Support positive behaviour through building good relationships and developing a sense of responsibility
- Support the personal development of your child to secure skills and knowledge for their future.

Teacher's Signature: _____

The Parent(s)/Guardian(s)

I/We will –

- Ensure my child attends school and notify the school of reason for absence.
- Work in partnership with school; make the school aware of any concerns or problems that might affect my child's wellbeing through the school's agreed communication channels
- Support my child in home learning
- Respect and support the school's policies and guidelines for behaviour for learning
- Ensure my child is suitably equipped and ready for learning (named uniform, water bottle, coat, sun hat, etc.)
- Take part in parent/carer consultations by telephone or in person



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Signature(s): _____

The Child

I will –

- Follow the READY code and always 'Be the best I can be with God'.

R – Respect everyone's right to learn
 E – Everyone has the right to feel safe
 A – Attitude is everything
 D – Disruption free classroom
 Y – You can reach your full potential

Child's Signature:

Child's Name (printed please): _____

Appendix 2

Tiered System of Sanctions

To be displayed in all rooms and used by all staff

Stage	Behaviour	Consequence	Action/Managed by
<p style="text-align: center;">Tier 1</p> <p>Behaviours do not interfere with children's right to be safe or right to learn and they happen for the first time.</p> <p style="text-align: center;">LOW LEVEL BEHAVIOUR</p>	Low level disruption Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking. Pushing in the line. Walking around the classroom without permission. Bickering or squabbling. Telling tales/made up stories about others. Failing to complete the task set.	Verbal reminder Warning card	Identify school value and respond to READY code Name the behaviour Tell them what you expect - give example If persistent: See stage 2 Managed by class teacher, Support Staff and lunchtime supervisors
<p style="text-align: center;">Tier 2</p> <p>Behaviours do begin to impinge on children's and adult's rights most often the right to learn. They are often behaviours that have continued from stage one and sometimes require a period of time out.</p> <p style="text-align: center;">PERSISTENT LOW LEVEL BEHAVIOUR</p>	Stage 1 behaviour continues after adult intervention/warning Failing to complete the task set for the second time in a day Throwing a tantrum which does not endanger others, themselves or school property. Deliberately breaking school property	Time to think – Pupil needs to fill in a reflection sheet (Appendix 3) with an adult talking through their behaviour and identifying their poor choices as well as discussing what needs to be carried out next time to make the situation a more positive one. A loss of a privilege will be taken e.g. missed playtime.	As above but in addition: Managed by class teacher/TA to talk through the 'Time to Think' sheet.
<p style="text-align: center;">Tier 3</p> <p>These behaviours seriously impinge on children's and/or adult's rights, most often the right to be safe.</p>	Calling a child/adult racist/homophobic name. Physically hurting another child or adult deliberately	Miss lunchtime Behaviour passport for persistent behaviour letter of apology written.	As above but in addition: SLT follow up with parents and teacher



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ZERO TOLERANCE BEHAVIOUR	through hitting, kicking, scratching, biting. Fighting in the classroom or playground. Running out of the classroom during a lesson. Bullying (see anti-bullying policy)	Parents informed– Parents informed at the end of the day of poor behaviour choices by the class teacher, consequence will be missed playtime and a	Fill in relevant paperwork depending on behaviour Fill in racist/homophobic incident form and send to LA Managed by SLT/Headteacher
Tier 4 These behaviours seriously impinge on children's and/or adult's rights, most often the right to be safe. ZERO TOLERANCE BEHAVIOUR	Continued negative choices that are having impact on the wellbeing of pupils, staff and the child itself.	Three reflection sheets in the same rolling week will result in parents being called to discuss the behaviour with an expectation that this must improve for the child to continue their education in the school environment.	Executive Headteacher/Head of School to manage this with parents.
Tier 5 Exclusions PERSISTENT ZERO TOLERANCE BEHAVIOUR	See school's Exclusion Policy	See school's Exclusion Policy	SLT to follow school/T&W exclusion policy and guidelines Managed by Headteacher and LA

Appendix 3

PACE - Playfulness – Acceptance - Curiosity - Empathy

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore (and hence learn). With PACE, the troubled child can start to look at himself and let others start to see him or get closer emotionally. He can start to trust.

Playfulness

This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when story telling, rather than an irritated or lecturing tone. It's about having fun, and expressing a sense of joy.

It is similar to parent-infant interactions when both parent and infant are delighting in being with each other and getting to know each other. Both are feeling safe and relaxed. Neither feels judged nor criticised. Playful moments reassure both that their conflicts and separations are temporary and will never harm the strength of their relationship.



Having a playful stance isn't about being funny all the time or making jokes when a child is sad. It's about helping children be more open to and experience what is positive in their life, one step at a time.

Sometimes a troubled child has given up on the idea of having good times and doesn't want to experience and share fun or enjoyment. Some children don't like affection or reject hugs. A playful stance can allow closeness but without the scary parts.

When children find it hard to regulate their feelings, anger can become rage, fear, terror, and sadness, despair. If this is the case, then children may also find it hard to regulate feelings of excitement, joy and love. Feeling these emotions can sometimes turn to anxiety.

Playfulness allows children to cope with positive feelings. It also gives hope. If you can help the child discover his own emerging sense of humour, this can help him wonder a little more about his life and how come he behaves in



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the ways that he does. When children laugh and giggle, they become less defensive or withdrawn and more reflective.

A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the parent has a touch of playfulness in his or her discipline. While such a response would not be appropriate at the time of major misbehaviour, when applied to minor behaviours, playfulness can help keep it all in perspective.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety.

Acceptance is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgment or evaluation, her inner life. The child's inner life simply *is*; it is not *right* or *wrong*.

Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. The parent may be very firm in limiting behaviour while at the same time accepting the motives for the behaviour.



One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child's *self*. The child then becomes more confident that conflict and discipline involves behaviour, not the relationship with parents nor her self-worth.

Curiosity is the foundation of acceptance of whatever underlies the behaviour. Making sense of how the child has learnt to behave in certain ways can help with acceptance.

Curiosity

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.



Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why.

With curiosity the adults are conveying their intention to simply understand *why* and to help the child with understanding. The adult's intentions are to truly understand and help the child, not to lecture or convey that the child's inner life is *wrong* in some way.

Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: *"What do you think was going on? What do you think that was about?"* or *"I wonder what...?"*

You say this without anticipating an answer or response from a child.

This is different from asking the child, *"Why did you do that?"* with the expectation of a reply.

It is not interpretation or fact gathering. It's just about getting to know the child and letting her know that.

Curiosity must be communicated without annoyance about the behaviour. Being curious can, for example, include an attitude of being sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot.



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You might make guesses about what a child may be thinking and feeling, saying this aloud, and keeping it connected to the present. It can be about having a conversation, almost with yourself, with the child in the room, without anticipating a response.

If an adult can stay curious about why their child is behaving as they are, the child and adult are less likely to feel cross or frustrated. As curiosity is non-judgemental, this can help the child to be open to how she, and other people, are thinking and feeling. Curiosity lets the child stay open and engaged in conversations.

Children then start to reflect upon their own inner life with their parent and therapist and start to understand themselves. As the understanding deepens, the child can discover that her behaviour does not reflect something *bad* inside her, but rather a thought, feeling, perception, or motive that was stressful, frightening, or confusing and could only be expressed through her behaviour.

As the child communicates this to the adults, the need for the behaviour may reduce, and with that the behaviour itself. The child's feelings about the behaviour may change, with less defensiveness and shame but more guilt, leading to less of the behaviour.

Empathy

Empathy lets the child feel *the adult's* compassion for her. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times.

With empathy, when the child is sad or in distress the adult is feeling the sadness and distress with her and lets the child know that.

The adult is demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone.

The adult will stay with the child emotionally, providing comfort and support, and will not abandon her when she needs the adult the most.

The adult is also communicating strength, love and commitment, with confidence that sharing the child's distress will not be too much. Together they will get through it.



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Appendix 4

The Power to Discipline Beyond the School Gate

Disciplining beyond the school gate covers the school's response to all 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 governing body must be satisfied that the measures proposed by the Executive Headteacher are lawful.

Any bad behaviour when the child is:-

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at 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.

As a result of any of these behaviours, the Executive Headteacher/Head of School will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Executive Headteacher/Head of School will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.



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Appendix 5

Searching and Confiscation

The Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Searching With Consent

Schools' Common Law Powers to Search:-

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching Without Consent

What the law says:-

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Can I search?

2. Yes, if you are the Headteacher or a senior member of staff. But:-
 - a. you must be the same sex as the pupil being searched; and
 - b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

When can I search?

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.



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Authorising Members of Staff

The Headteacher and two senior members of staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
2. The powers allow school staff to search regardless of whether the pupil is found, after the search, to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a Search

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.
2. The powers only apply in England.

During the Search

Extent of the search – clothes, possessions and trays

What the law says:-

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **'Outer clothing'** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

Trays

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of Force

Reasonable force may be used by the person conducting the search.
(see Appendix 5).



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After the Search

The power to seize and confiscate items – general

What the law allows:-

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:-

1. A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
2. Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
3. Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
4. Where they find **other substances** which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
5. Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
6. Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.

It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search. However as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.



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Appendix 5

The Use of Reasonable Force

What is reasonable force?

1. 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.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. 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.
5. 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.
6. 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.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force.
2. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. 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.
4. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:-

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



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Schools cannot:-

Use force as a punishment. **It is always unlawful to use force as a punishment.**

Using Force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:-

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff Training

Training will be provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

Three staff have updated their MAPA training: Rachel Tomkinson, Janet Mather, Marie Booth

Telling parents when force has been used on their child

All incidents of reasonable force are recorded in order to support the child and staff involved. (see sheet below)

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.



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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:-

- a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- b. When comforting a distressed pupil;
- c. When a pupil is being congratulated or praised;
- d. To demonstrate how to use a musical instrument;
- e. To demonstrate exercises or techniques during PE lessons or sports coaching and
- f. To give first aid.



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Reasonable Force Record

Name of Child:(Male / Female)

Class:

Time and date of incident:

Staff involved:

Names of staff using reasonable force

Witnesses

The incident

Nature of the incident:

Events leading to the use of a Physical Intervention

Any de- escalation or other strategies used to minimise the need for use of force

Evidence of a gradient response to the incident

Reason for the use of the Physical Intervention

Description of the Physical Intervention used (type/duration)

Subsequent actions (for welfare of the child/staff involved

Information given to other staff/parents and external agencies

Any other agencies involved – please list with name and title



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Parents contacted

Date:

Time:

Sanctions/Next Steps

Meeting with parent and child following the incident

Any further intervention or agency involvement required

Signed: **Date:**

Designation:



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Appendix 7

What our READY to learn classroom and playground looks like – Pupil Voice

Reception Ideas

- Good sitting and listening to my teacher
- Keep trying your best
- Everyone has a go even when things get tricky
- Help our friends with their learning
- Play nicely outside and always have kind hands
- Share things nicely and look after the toys
- If I don't feel safe I tell a grown up straight away
- Keep going, you can do it!

Key Stage One

- Listen carefully to the grown ups as they know how to keep us safe
- Respect the grown ups and don't answer back
- Be kind to everyone
- Remember to have good manners
- Share all the equipment at playtimes so there is enough for everyone
- Only say positive things that will make others feel important
- Remember that there are times to talk and times to listen
- Don't give up, keep on going.
- Respect the school property as it is needed for us all

Key Stage Two

- Remember the guiding principles and be a good listener and learner
- Have a positive attitude and believe I myself, you can do it
- Set a good example to your peers
- Always be the very 'best you can be' so you are proud of yourself
- Behaviour in class is so important to enable all children to have an equal right to learn
- Do not be rude to adults, be co operative at all times
- Believe in yourself and be true to what you believe
- Be tremendous and show resilience – there is always a solution to a problem
- Show kindness towards everyone and remember not everyone is the same
- Develop ways to solve conflict and know that it is okay for someone to have a different opinion to yourself

'Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour.' – Gandhi