# Thringstone Primary School

*Believe and Achieve Together*

# Positive Behaviour for Learning Policy

Reviewed:          Autumn Term 2022          Signed: Sarah Baxter
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# Positive Behaviour for Learning Policy

The school's Positive Behaviour for Learning Policy is underpinned by the Engage Disengage Reengage: Positive Behaviour for Learning Framework (EDR).

Every minute of the school day is a learning opportunity and so the term 'learning event' is used in place of 'lesson' to identify distinct units of the school day.

This means that assemblies, playtimes, meal times, registration times, interventions, as well as after-school clubs, and trips and visits are all learning events.

Whilst it is the responsibility of all staff at Thringstone to challenge and report negative behaviour, the ultimate responsibility for the behaviour and safety of pupils is always that of the 'teacher'.

All staff may be required to take on this responsibility and all staff must therefore adhere to the details and spirit of this policy. Failure to do so may result in formal disciplinary proceedings and could ultimately lead to dismissal.

This Positive Behaviour for Learning policy will be reviewed annually and each year all staff will be briefed on revisions made.

## Aims and objectives

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

The school has a number of rules, but our positive behaviour for learning policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## Training

The Headteacher and Governors of Thringstone Primary School have a Health and Safety duty to provide all staff with the necessary information, instruction, training and supervision to enable individuals to be safe.

As part of their induction, all new staff will receive EDR induction training delivered by experienced behaviour experts within the school's staff team on the law, current government guidance documents and the Duty of Care; communication strategies; the Use of Force; and the recording and reporting of negative behaviour. This will ensure all staff understand the ethical and legal framework within which they operate and the school's ethos.

All staff will benefit from a regular programme of INSET training to further develop their skills, knowledge and understanding of behaviour appropriate strategies for developing positive behaviours and modifying negative behaviours.

**Engage Disengage ReEngage: Positive Behaviour for Learning (EDR)**

Engage Disengage Reengage: Positive Behaviour for Learning is a framework developed at Thringstone.

The EDR framework is written to include the best elements of practice within Education, Health, Social Care and Personal Security settings.

EDR training ensures that all staff have access to up to date, relevant training, designed specifically for our workplace and the particular needs of our pupils and staff.

**Engage**

The Engage element of the behaviour training model refers to the strategies teachers use to engage pupils in the school community and in learning. Engage training includes:

- Metalanguage – Staff training includes sessions to help staff develop an accurate and consistent vocabulary of behaviour to assist in the identification of negative behaviours and in the formulation of hypotheses;
- Open Classrooms – Staff can develop their own skills through peer support by observing specific pupils in other learning events;
- Coaching – As part of the support provided through the lesson observation schedule, staff may be offered coaching support from colleagues to develop their skills in clearly identified areas;
- Sharing Good Practice – As part of the INSET schedule, regular opportunities to share good practice will provide staff with additional skills and knowledge training;
- Communication training – On the INSET schedule, annually all staff will develop their use of communication strategies to encourage behaviour for learning; and
- Teaching and Learning training;

Staff with particular training needs as a result of their specific subject area or role can apply for additional external training through their development plans. These plans should outline a very clear rationale for the training and how the training will improve teaching and learning.

**Disengage**

The Disengage element of the behaviour training model refers to strategies employed to manage escalating negative behaviour. This package of training will include:

- Restorative Practices – On the INSET schedule, annually all staff will attend training in Restorative Practices to ensure they have the knowledge and skills to be able to deliver Restorative Conversations and Corridor Conferences when required;

- Annual Personal Safety training – this training will teach staff psychological and physical techniques to keep themselves and others safe during a serious incident;
- Use of Force training – this training will teach the controls, guides and restraints specifically identified in pupil planning, to the staff working with the pupil.
- Conducting searches; and
- Manual Handling training – the physical act of moving and restraining pupils is a manual handling task and therefore manual handling training will be provided for all staff.

### Reengage

The Reengage element of the behaviour training model refers to strategies employed to reengage pupils who are struggling to engage positively with learning and the wider school community.

Training will develop staff skills in boosting self-esteem, mediation and repair. This element of the training will also include training in writing accurate reports and planning documents, and the role of external agencies.

This package of training will include:

- How to conduct effective restorative conversations, conferences and mediation;
- Planning intervention activities to support pupils in a range of areas: Social Stories, Social Skills, Communication Skills, Self-Management Skills etc; and
- Accurate documentation – Training and INSET time will be provided to develop staff skills and enable teachers to update pupil records.

## Supporting Positive Behaviour for Learning

### Building Positive Relationships

Building positive relationships with pupils and between pupils is the first and foremost strategy for supporting Positive Behaviour for Learning because if these relationships are secure, displays of negative behaviour will be rare events.

Supporting Positive Behaviour for Learning is the result of the designated teacher's commitment and dedication to building positive relationships with groups of pupils and with each individual pupils within the group. Pupils are more likely to adopt Positive Behaviour for Learning habits if the teacher is able to demonstrate respect for each pupil and their individual needs and preferences by investing time in building those relationships.

The following list highlights some of the planned strategies that teachers should make use of to build these positive relationships.

Teachers should:

- Have high expectations of all pupils both for now and for their futures;
- Be non-judgmental towards pupils and give every pupil an opportunity to succeed regardless of their gender, race, religion, sexuality, socio-economic background, or family history;
- Plan and deliver activities during learning events which support the school's curriculum;
- Raise aspirations for pupils' futures by planning and delivering work-related learning opportunities;

- Take the time to talk to pupils about the things they are interested in;
- Actively engage with pupils during less formal learning events like social times and meal times;
- Apply school and classroom rules consistently to themselves, as well as to the pupils;
- Arrive on time;
- Meet and greet all pupils on entry to a learning event;
- Prepare and deliver engaging, accessible and meaningful learning events;
- Plan learning events that encourage co-operation and group work;
- Show their respect for pupils, by not talking about them in public;
- Demonstrate through their body language that school is a good place to be;
- Praise pupils for their efforts, not their skills, regularly;
- Engage with pupils in a manner that is neither threatening nor confrontational; and
- Apply alternative communication strategies where necessary for those pupils with special educational needs and disabilities.

**Negative Behaviour**

Any behaviour that is not compatible with learning and progress during a learning event is deemed to be negative.

Negative behaviour is categorised in three levels of increasing seriousness: Inappropriate; Disruptive; Challenging.

Negative behaviour includes, but is not restricted to:

- Not taking part in a planned activity;
- Distracting others;
- Talking over the top of the teacher or designated speaker;
- Damaging property;
- Swearing;
- Defacing or destroying work;
- Being late for, or leaving learning events early;
- Ignoring or excluding others;
- Insulting or bullying behaviour;
- Discriminatory behaviour;
- Sexualised behaviour;
- Acting aggressively towards people;
- Absconding; and
- Acting in an unsafe manner.

The behaviour of pupils in any learning event is the responsibility of the timetabled teacher, or in their absence, the designated cover teacher or supervisor.

Pupils across the school must know that negative behaviour is never acceptable and that all staff will consistently reinforce this message by challenging all negative behaviour.

Whilst there must be consistency in terms of all staff challenging all negative behaviour, the methods that teachers employ will be suitably differentiated to take account of the level of risk,

the pupil's individual needs and abilities, and the context within which the negative behaviour is taking place.

Where pupils have a Positive Behaviour for Learning Support Plans, Risk Reduction Plan, or Risk Assessment in place, the teacher and support staff must ensure that they are familiar with the details of such documents, follow the strategies they outline, and regularly contribute new information to them.

**The Learning Environment**

An organised and tidy classroom environment encourages Positive Behaviour for Learning.

All equipment should be stored away when not in use. Cupboards and drawers should be labelled to help staff and pupils find the equipment they need. Broken or faulty equipment should be put away out of reach whilst awaiting repair or replacement.

All learning events, equipment used and the rooms and spaces the learning events take place in should be risk-assessed. The teacher is responsible for ensuring appropriate risk assessments are in place.

Displays should be kept up to date. Specific rules for learning areas should be clearly displayed in a format that is appropriate for all pupils. The layout of desks should allow for safe movement around the room, with exits kept clear.

**Rewards**

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children;
- Teachers give children house points;
- Stickers and notes home;
- Text message home;
- Dojo message sent home;
- Each week, we nominate children from each class to receive 'Star of the Week' certificates which are presented in the school assembly;
- We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- All classes have an opportunity to lead an assembly where they are able to show examples of their best work;
- Each month we celebrate children who consistently display good behaviour in school and a positive attitude towards learning.  They receive a 'Fabulous Month' certificate;
- Children receive class 'Dojos' for working hard and participating.  They are also awarded for positive learning attitudes and behaviours.

The school acknowledges all the efforts and achievements of children, both in and out of school.

# Communication

If pupils begin to display negative behaviour in a learning event, the teacher's first communication with the pupil will go a long way to determining how the behaviour will evolve. Well-judged, timed and delivered verbal communication of expectations and choices vastly improve the chances of the pupil choosing to adopt positive behaviour for learning.

Teachers should make use of the following communication strategies. These strategies are detailed in Appendix 2.

## Refresh Strategies

If staff are proactive and engage with pupils who are at risk of behaving inappropriately before the behaviour escalates, then Refresh strategies can be very effective. They are particularly effective in less formal learning events like social times.

Refresh strategies include:

- Changing the topic of a conversation;
- Changing location;
- Changing the activity;
- Changing Focus; and
- Changing Personnel.

Whenever staff choose to disengage negative behaviour, at whatever level and at all stages, they should **relax** and project a relaxed facade. There are two aspects to relaxing in situations where attempts are being made to disengage negative behaviour.

Firstly, all staff must take conscious steps to relax themselves. Staff should employ relaxed non-verbal communication strategies. This includes facial expressions; gestures; body language and posture; paralinguistics; proxemics; eye gaze; haptics; and appearance.

At more disruptive and challenging levels of negative behaviour and later in the process, staff may have to temporarily relax the demands placed upon the pupil. In class, this might require an alternative, easier task. In social situations this might include giving pupils additional take-up time and offering limited choices.

Relaxing is all about being non-confrontational and acknowledging the pupils' emotions as valid. These relax approaches to negative behaviours not only remind a pupil that the relationship with staff has not broken, they actually serve to strengthen that relationship.

- Smile;
- Say their Name;
- Parallel Praise;
- Stay Calm;
- Ask if they are OK;
- Blame Yourself;
- Acknowledge the excuses; and
- Assume Compliance.

**Repeat Strategies**

Moral decision-making and rational thought take place primarily in the frontal cortex. During times of increased stress, the amygdala takes over. Linked to the perception of fear and associated with aggression, the amygdala helps prepare the body to face perceived threats. This preparation is often referred to as "fight or flight" and comes with increased levels of adrenaline and raised heart rate. One other consequence is a diminished ability to process language. Basically, in focusing all of its attention on facing the perceived threat, the brain cannot process language properly.

Biological responses to conflict and perceived threat mean that it is even more important for staff to **repeat** simple requests and choices, and to avoid the instinct to rephrase instructions. With the ability to process language diminished, rephrased instructions will be interpreted as completely new instructions and serve only to confuse the message further.

- Take-Up Time;
- Keep It Short and Simple;
- Clock Watch;
- Offer Choices;
- Thank You.

# Escalating Behaviour

Even the most skilled communicators will find that sometimes pupils will not be able to comply with rules and requests, and will continue to display negative behaviour.

Negative behaviour that interferes with effective learning is disruptive and must therefore be disengaged.

### Restorative Conversations and Corridor Conferences

Once teachers have communicated their expectations and exhausted the Refresh and Repeat strategies above, the next step in the process for re-establishing positive behaviour for learning would be to host an informal restorative conversation or Corridor Conference.

A more detailed explanation of these restorative practices is to be found in Appendix 3.

### Challenging Negative Behaviour

Challenging Negative Behaviour is behaviour that presents a risk of physical or emotional harm to pupils or staff, or that risks significant damage to property.

If, despite all attempts to disengage the pupil from the negative behaviour using the strategies described above, behaviour becomes challenging, the teacher needs to take charge of the situation calmly and assertively to manage the risks appropriately and to ensure they are performing their Duty of Care. Failure to act could be considered negligent and lead to disciplinary proceedings.

In such situations, the teacher may need to employ some or all of the following strategies:

- **Direct the pupil to leave the room and go to a safe place** – The safe place may be identified on pupil's planning documents or it may be an impromptu location. Directing the

pupil to a specific location is an important aspect of this strategy as it helps to ensure the teacher fulfills their duty of care obligations. The teacher is still responsible for the safety of the pupil even after they have been asked to leave the room or area and therefore teachers must direct the pupil to a safe place, ensure that the pupil has gone there and establish that appropriate supervision is in place. In practical terms, this may mean clearly directing a member of staff to follow the pupil.

- **Remove the group** – Sometimes it is safer to remove the other pupils and take them to a free room/space. The safety of the pupil left behind is still the teacher's responsibility and therefore appropriate supervision must be in place.
- **Call for assistance** – In some instances, it may be appropriate for the teacher to call for additional staffing to support. The teacher is the person who makes this decision and may direct a colleague to contact the Headteacher, Deputy or school office.
- **Use of Force** – When the risk of not physically intervening is greater than the risk of physically intervening, staff are authorised to use force as long as they apply the appropriate reasonable, necessary and proportionate criteria to each situation, they act honestly and in good faith, and that they apply the minimum force for the shortest amount of time possible.

**Use of Reasonable Force**

Staff's first responsibility is for their own Health and Safety and if they believe that using force would put them at risk of injury, they are not obliged to do so. Choosing not to use force is not negligent as long as the other strategies identified above have been deployed.

The Department for Education document, *Use of Reasonable Force: Advice for headteachers, staff and governing bodies,* states:

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 pupil needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. 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.

There is no national regulatory body for the use of physical interventions and therefore there is no 'approved' list of techniques or holds. Certain techniques have been identified as posing a far greater risk of injury or death and under no circumstances should these techniques be used. The techniques in question are: Face-down, prone restraints; the 'seated double embrace; the 'double basket-hold'; and the 'nose distraction method.

All members of school staff, as well as any volunteers, have the legal power to use reasonable force. When deciding whether to use this power, all staff must make a dynamic risk assessment to establish whether the use of force is in the best interests of the pupils, whether it is reasonable, proportionate and necessary, and whether the risk of not using force is greater.

Staff should use all of their skills in de-escalation, distraction and diversion where possible to avoid the use of force to control or restrain pupils. Staff should be sensitive to the fact that pupils with autism may find any physical contact particularly difficult to manage.

British law allows for the lawful use of violence under specific acts of parliament. Under common law, everyone has the right to self-defence which also includes the defence of others. Under the Criminal Damage Act 1971, everyone has the right to use force to protect property. The Criminal Law Act 1967 allows for the use of force to prevent a crime or make an arrest. All of these laws apply at school, just as they do in society.

However, acting lawfully may not protect staff from disciplinary proceedings and all staff should be aware that although the law allows for staff to use force to defend themselves, others, property, and to prevent a crime, the ethos of the school is against the use of pain compliance techniques, and staff who deliberately employ physical techniques that rely on pain to control pupils will have to demonstrate that they had exhausted all other possibilities and that the situation was of a very serious nature to warrant the use of pain.

### Movement Between Learning Events

When pupils are moving between learning events or outside the classroom environment, the responsibility for the behaviour lies with the pupils' teacher.

Negative behaviour that occurs during these times should be reported to the teacher, however for behaviours that take place at playtimes and lunchtimes it may be more appropriate for the staff on duty to apply consequences as part of their pastoral responsibilities.

For clarity, registration and assemblies are designated as learning events. Playtimes are supervised by staff on the duty rota. Lunchtime and after-school clubs are events supervised by the staff running those clubs.

## Consequences

All incidents of negative behaviour must be followed by a consequence. A consequence may be a sanction, an intervention or the use of a monitoring tool.

In many instances, a combination of consequences will be the most appropriate response.

Additional guidance on the use of sanctions is to be found in Appendix 4.

### Authorised Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down, and able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and there is a consequence for their behaviour. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The school inform parents via a blue/yellow note and text system of any behaviour which has caused/ is causing concern and needs to be reported to parents. The school request that parents/carers discuss the incident(s) with their child and sign and return the form to school. These incidents are recorded onto the school's computer system.

A blue note informs parents/carers that their child has had some time in a 'Cool Down' area with a member of the Senior Management Team due to unacceptable behaviour.

A yellow note informs parents/carers that we are concerned about specific behaviour in school.

The class teacher regularly discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

**Exclusions**

The Governing Body has decided that in exceptional circumstances exclusions will be used. Exclusions may be either:

- Fixed term; or
- Permanent.

Exclusions can only be authorised by the headteacher, or in their absence the deputy headteacher.

**Interventions**

Interventions are much more effective tools for modifying the behaviour of pupils who display inappropriate or challenging behaviours. Interventions are more positive and seek either to resolve conflict or to develop appropriate social, communication or self-management skills.

At Thringstone, the use of restorative conversations, social stories, reward charts and corridor conferences are examples of interventions that might be used as an appropriate consequence to negative behaviour.

Support staff are timetabled to deliver intervention sessions to encourage appropriate communication, social and self-management skills.

**Outside Agencies**

For pupils who demonstrate persistent negative behaviour, support from an outside agency may be an appropriate intervention. There are many agencies that may be able to offer support. Agencies we have worked with successfully in the past include:

- Educational Psychologists
- Supporting Leicestershire families
- CAMHS
- Autism Outreach
- ADHD Solutions
- Maplewell Hall
- Oakfield Short Stay School
- Forest Way Alliance
- School Nurse
- Social Care.

# Challenging Behaviour

To help pupils who display challenging behaviour there are additional support structures in place to support Positive Behaviour for Learning.

The term 'Challenging Behaviour' is explained in more detail in the glossary.

**Personalised Timetables**

Where pupils struggle to display Positive Behaviour for Learning for sustained periods, or in particular learning events, a personalised timetable can be written to allow some flexibility. Pupils may for example be taught some subjects one to one or in small groups. Alternatively, pupils might have access to additional intervention activities that support the development of skills in identified deficit areas. In some cases, pupils will be given a reduced timetable and will attend school for fewer days per week, for shorter days, or a combination of the two.

**Emergency Annual Review**

Thringstone Primary School is a mainstream school for pupils and there are some pupils with Moderate and Specific Learning Difficulties. For pupils whose behaviour is identified as challenging, an emergency annual review would be called so that all interested parties could discuss the concerns and decide whether behaviour is the pupil's most significant barrier to learning. If it is, then the possibility and the need for an alternative specialist placement would be discussed.

If we were to suggest that a pupil needed a change of placement, the SENCO would work with SENA to support the change of placement.

# Investigating Serious Incidents

### Staff Debrief

For staff, being involved in a serious incident can be physically and emotionally draining. Many staff will leave a serious incident feeling that there was something they should have either done, or not done, that could have resolved the incident earlier. It is important that procedures are in place to give staff who have been involved in serious incidents the opportunity to reflect professionally on what happened. This reflection period allows everyone to learn from both the good practice and the mistakes so that in future situations, the best decisions can be made.

As long as staff have acted reasonably, proportionately and their action was necessary to prevent harm to people or to property, or to maintain good discipline, and staff acted honestly and in good faith, minor injuries will not be taken as evidence of malpractice.

There is however a formal process for investigating incidents where it is felt that staff have acted unreasonably, disproportionately, or in any way that is not within the spirit and ethos outlined in this Positive Behaviour for Learning Policy.

During such an investigation, staff will continue to receive support from school leaders.

Staff should refer to the school's Disciplinary Policy for details of the procedures for handling such allegations.

### Informal Staff Debrief

Immediately following a serious incident, a member of SMT will check on the immediate physical and emotional well-being of all staff involved in the incident. Staff will be invited to seek first-aid if required and to take a break from timetabled duties to compose themselves and cover will be arranged where necessary. In the most serious cases, this might mean a member of staff going home for the rest of the day.

### Incident Form

All staff involved in a serious incident need to complete an incident form as soon after the event as possible, returning completed forms to the Headteacher/Deputy Headteacher
.
The forms will be checked against each other to try to put together a complete picture of the incident from a range of perspectives.

Where the post Incident forms suggest discrepancies in accounts or learning points to be made, the Headteacher will arrange a formal debrief meeting.

### Formal Staff Debrief

At a Formal Staff Debrief the Headteacher or the Deputy Head will call together all involved staff. The purpose of the meeting will be to:

- Ensure the physical and emotional well-being of all staff involved;
- Ensure staff acted reasonably, proportionately and that the action taken was necessary;

- Ensure that the actions taken by staff were in keeping with the school's stated aims and its ethos;
- Ensure that any reported injuries were the unavoidable consequences of the use of force and not a sign of malpractice;
- Investigate whether any force used was the minimum force possible and for the shortest possible time;
- Identify systemic, environmental changes that could be made to either prevent or at least reduce the risks of future events of this nature; and
- Identify training needs to develop staff skills to deal with future events of this nature;

## Pupil Debrief

The physical and emotional well-being of pupils is also checked following a serious incident.

Immediately following a serious incident, the Headteacher/Deputy Head will ensure that pupils have had an opportunity to take time away from learning events and peers.

Consideration must be carefully given before making the final decision for pupils to return to timetabled learning, to avoid the danger of secondary incidents occurring due to a lack of sufficient recovery time.
Pupils will have a clear explanation as to why staff responded as they did.

## Signs of Malpractice

If, following a formal staff debrief there is evidence of staff malpractice, the Headteacher will then deal with the matter following the school's formal Disciplinary Policy.

Staff should refer to the school's Disciplinary Policy for details of these procedures.

## Pupils' Conduct Outside the School – Teachers' Powers

Teachers have the power to discipline pupils for misbehaving outside of the school premises, "to such an extent as is reasonable"

Teachers may discipline pupils for misbehaviour when the pupil 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.

Teachers may also discipline pupils for misbehaviour at any time, whether or not the conditions above apply, providing that the behaviour:

- 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.

Inappropriate behaviour outside the school gates that meets any of the criteria above will be dealt with in exactly the same way as inappropriate behaviour that occurs in school.

Inappropriate behaviour outside the school gates includes insulting, bullying, threatening or sexually explicit messages via telephone, mobile, SMS text message, e-mail, instant messaging or any other forms of social media.

## Drug- and alcohol-related incidents

It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or carer of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any pupil who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or carer of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the pupil will be permanently excluded.

If a pupil is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## Recording Negative Behaviour

### Recording Negative Behaviour Events

All negative behaviours should be recorded. Professional and accurate recording of all negative behaviour is a crucial aspect of the management of behaviour in school.

Professional and accurate recording:

- Helps staff to identify areas of concern and patterns of behaviour, leading to appropriate and effective interventions for individuals and groups of pupils;
- Provides evidence allowing us to access appropriate funding to help support pupils;
- Aids productive communication with Parents, Carers and other Outside Agencies; and
- Is in some instances a legal requirement.

Behaviour/Cause for Concern Forms can be found in Appendix 5

**Safeguarding Methods of recording**

In accordance with the safeguarding policy, any inappropriate behaviour that raises safeguarding concerns should be recorded on CPOMs – The DSL and Deputy DSL are automatically alerted once reported on CPOMs. If CPOMs is not available – incidents should be written down and dated.

At Thringstone, the Head Teacher is the Designated Safeguarding Lead and the Deputy Head and Pre-School Manager are the Deputy Designated Safeguarding Leads.

Any Safeguarding notes (not recorded on CPOMs) should be handed in person to the Designated Safeguarding Leads (DSL or Deputy DSL).

# Monitoring and Evaluating Negative Behaviour

**Monitoring and Evaluating Negative Behaviour**

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents on CPOMs. The Headteacher and Deputy Head sees all incidents. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident on the incidents sheets that are then put onto CPOMS.

The school inform parents via a blue/yellow note and text system of any behaviour which has caused/ is causing concern and needs to be reported to parents.  The school request that parents/carers discuss the incident(s) with their child and sign and return the form to school. These incidents are recorded onto the school's computer system.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no pupil is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy as necessary, particularly if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

**Use of Behaviour Data**

The evaluation and monitoring of behaviour through analysis of behaviour serves to identify ways to:

- Improve the learning environment;
- Deploy staff and resources effectively;
- Identify training needs; and
- Secure positive outcomes for all pupils.

At a systemic level, the analysis of behaviour data will help to identify areas of concern within cohorts, within specific environments, in specific subject areas or at specific times of day. Practices can then be improved or implemented to address these concerns.

Similarly, behaviour data will be used to identify where new practices have had a positive impact and this will inform future developments.

On an individual pupil basis, behaviour data will for example be used to identify the impact of consequences, either sanctions or interventions, and where necessary practice will be modified accordingly.

Key, quantifiable measures of the success of this policy, practices and consequences will include a year on year overall reduction in:

- Recorded incidents of negative behaviour;
- Unauthorised absence;
- Recorded hate incidents;
- The use of force;
- Injuries to pupils or staff; and
- The use of sanctions.

## Responsibility for the Policy and Procedure

### The Role of the Class Teacher

The class teachers is expected to:

- Ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- Have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability.
- Treat each pupil fairly, and enforces the classroom code consistently. Treat all pupils in their classes with respect and understanding.
- If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher.
- Liaise with external agencies, as necessary, to support and guide the progress of each pupil. The class teacher may, for example, discuss the needs of a pupil with the educational psychologist or behaviour support service.
- Report to parents and carers about the progress of each pupil in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

**The Role of the Headteacher**

It is the responsibility of the Headteacher to:

- Implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.
- Support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil.

**The Role of School Personnel**

School personnel are expected to:

- Comply with the detail and ethos of this policy;
- Model good behaviour through positive working relationships with all school staff and visitors;
- Encourage good behaviour and respect for others in pupils;
- Promote self-discipline amongst pupils;
- Challenge all inappropriate behaviour appropriately;
- Record and report unacceptable behaviour in accordance with the protocols set out in this policy;
- Apply all rewards and sanctions fairly and consistently;
- Discuss pupil behaviour and discipline regularly with appropriate/designated staff;
- Attend training on all aspects of Positive Behaviour for Learning;
- Ensure the health and safety of the pupils in their care;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Report any concerns on any aspect of the school community.

**The Role of Parents and Carers**

The school collaborates actively with parents and carers, so that pupils receive consistent messages about how to behave at home and at school.

Parents/carers are encouraged to:

- Comply with this policy;
- Have good relations with the school;
- Support good behaviour;
- Sign the school's 'Home-School Agreement';
- Ensure their children understand and value the meaning of good behaviour;
- Support school rules and sanctions;
- Be asked to take part periodic surveys conducted by the school; and
- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

**The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

# Appendix 1: Communicating Strategies

If pupils begin to display inappropriate behaviour in a learning event, the teacher's first communication with the pupil will go a long way to determining how the behaviour will evolve. Well judged, timed and delivered verbal communication of expectations and choices vastly improve the chances of the pupil choosing to adopt positive behaviour for learning.

Teachers should make use of the following planned communication strategies:

- **Ask if they are OK** - Sometimes we don't need to challenge the behaviour at all. Simply acknowledging that teachers have spotted the pupil is off-task is enough to get them back on track. Asking if they are OK implies that the inappropriate behaviour is not the pupil's fault and is instead down to any number of environmental factors: They are hot, tired, don't have a pen, can't see the board etc. Pupils know they've been noticed, and teachers know they know. Clarify that they understand what they should be doing, resolve any environmental problems and walk away. Sometimes teachers can achieve the same effect with eye contact and a thumbs up;
- **Smile** - When attempting to support pupils' Positive Behaviour for Learning, the outcome of any dialogue can be influenced by our body language. Rush in with a raised voice, a frown, or a pointing finger and pupils' fight or flight responses may be triggered. Wearing a smile conveys the impression that there is no conflict and it keeps open the possibility of recovery and repair;
- **Blame yourself** - It's very easy to blame pupils for their behaviour but it can be very disarming if teachers take that blame on themselves: "I'm sorry, I haven't explained myself properly. Let me try again." It's hard for pupils to be confrontational with you when you are taking the blame for their difficulties;
- **Take-Up Time** - Some pupils take longer to process language. This is a consequence of some general or specific learning difficulties. After giving an instruction or making a request, allow plenty of time for pupils to process your words. Tell them they have time to think. Come back when the allotted time is up and re-check. If they still haven't got it, repeat, rather than rephrase the message – otherwise, they may well have to begin the whole process again;
- **Assume Compliance** - Standing over someone and watching that they carry out your instructions is confrontational and shows that you don't trust the pupil to make the right choice. To save face in front of peers, pupils may feel obliged to hold out against teachers and refuse. Instead, deliver the message and walk away: Show them you trust them. You can always come back to check later;
- **Thank You** - If you say 'please' after a request, the implication is that the pupils have some kind of choice – they can agree to follow the request or refuse, potentially paving the way to a confrontation. Instead, deliver the message and end with Thank You. Subliminally, teachers are showing that they expect the pupil to comply; another sign that they trust them;
- **Keep It Short and Simple** – When under stress the language processing part of a human brain is adversely affected when in flight or fight mode;
- **Say Their Name** - It's polite but it also makes it crystal clear who teachers are talking to, ruling out any opportunities for pupils to duck out of things by saying, "I didn't know you meant me." It's also really helpful to our SEND pupils, who may find the non-verbal cues too difficult to pick up on and genuinely aren't aware when you are talking to them;
- **Parallel Praise** - Jumping on inappropriate behaviour is draining for everyone. Teachers quickly get worn down by it: So do pupils. Use Parallel Praise to redress the balance a bit. Instead of telling a pupil what they are doing wrong, pick on a pupil who is doing it right, and tell them;
- **Offer Choices** - It's important that pupils have clear choices. This might be a choice between taking part and having a consequence. The choice needs to be delivered simply and

factually. Allowing pupils to come to their own decisions helps develop an important skill and lets them take some responsibility for their behaviour. Instead of becoming confrontational in response to teachers' threats, many pupils will simply make the right choice if it is presented to them clearly;

- **Acknowledge the Excuses** - When teachers challenge an inappropriate behaviour, pupils' will often reply with an excuse; "I was only..." This is a secondary behaviour and is an important method a pupil will use to save face. We don't need to respond to it as this will almost inevitably lead to conflict. Instead teachers should build their responses around "Yes...and." The "Yes" acknowledges their excuse; the "And" introduces the teachers' requirements. "Yes, you were just putting that in the bin, and I need you to be sat at your desk."
- **Reflection Time** - If pupils have become distressed and said some wildly offensive things, is it reasonable that they apologise there and then? And if they do, how meaningful is that apology? Allowing them time to reflect will make any restorative work more meaningful and avoid the conflict;
- **Stay Calm** - Pupils will sometimes respond to teachers directions with the, "You can't make me" response. Again, it is an example of a secondary behaviour and is likely to lead to an escalation in the situation if teachers try to prove them wrong with ever increasing threats of consequences. The truth is teachers can't physically make them do anything: Society works on the principal that most people will make the right choices, especially if they are positively incentivised. Teachers should acknowledge that they are right to say they can't be made to do something, clarify what you expect them to do anyway, and walk away;
- **Clock Watch** – If you have gone through the full range of strategies and you are sure the pupil knows what the expectations and choices are, sometimes the most appropriate strategy is then to acknowledge the time, give pupils a short timescale to get back on track and explain that missed time will be made up. Made up time can be at break or lunch but teachers should talk about it as a consequence of their choices rather than as a threat.

## Appendix 2: Restorative Conversations and Corridor Conferences

Once teachers have exhausted the communication, distraction, and diversion strategies, the next step in the process for re-establishing positive behaviour for learning would be to host an informal restorative conversation.

The Restorative Conversation process is one of the informal Restorative Practices. A Restorative Conversation is simple in its framework. It is a calm and open space where the following questions are asked of the offender:

- "What happened?"
- "What were you thinking about at the time?"
- "What have you thought about since the incident?"
- "Who do you think has been affected by your actions?"
- "How have they been affected?"

A Restorative Conversation would be led by the teacher or LSA.

If the Restorative Conversation failed, then the next step would be to hold a Corridor Conference. These engage the help of a more neutral member of staff. Teachers should seek support from colleagues in neighboring areas of the school, offering one of their own LSAs in return for another to hold the restorative conversation, or by offering to supervise their pupils whilst the colleague conducts the conversation.

The Corridor Conference is structured along the same set of questions as the Restorative Conversation.

Verbalising their thoughts and emotions and identifying who is being affected and how in a less confrontational setting, can help pupils to make appropriate choices.

The HLTA, Headteacher or Deputy  may also be called to hold a restorative conversation.

For pupils with SEND, conversations and conferences may be recorded visually as a comic-strip conversation which may then be transformed into a social story for future reference.

## Appendix 3: Sanctions

In clinical psychology, sanctions or punishments to modify behaviour are labelled as aversives or coercives and their effectiveness in modifying behaviour is minimal. Clinical Psychologists tend to use sanctions as a last resort once all other options have been exhausted.

Sanctions do serve a valuable purpose in the school context however, as they are a useful way of conveying messages of safety and security to the wider school population, particularly the victims of inappropriate behaviour.

Punishments can damage the relationship between staff and pupils and pupils may fall into a downward spiral of inappropriate behaviour followed by sanction as the sanctions themselves can have the effect of distancing the pupil to school relationship to a point where the pupil has very few reasons to engage with the school community in appropriate ways.

Staff should also be aware that some sanctions can act as reinforcements that maintain the inappropriate behaviour. For instance, a pupil who behaves inappropriately may be given a playtime or lunchtime detention which inadvertently serves to reinforce the behaviour by giving the pupil the attention they desired. The detention is likely therefore to maintain the behaviour that it is intended to stop.

### Guidance on the Use of Sanctions

The Department for Education guidance document, *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff* states that to be lawful, the sanction (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- The decision to punish the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 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.

The advice goes on to say that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The advice uses the term sanction interchangeably with punishments.

Staff should be clear that it is illegal to use force as a sanction. Staff should also be clear that it is not acceptable for staff to use their voice or their physical presence in an intimidating manner as a form of sanction.

Staff must not publicly shame or humiliate pupils as a sanction, as this can do enormous damage to pupils' self-esteem and the pupil-school relationship.

Staff should be clear that it is illegal to use force as a sanction. Staff should also be clear that it is not acceptable for staff to use their voice or their physical presence in an intimidating manner as a form of sanction.

Punishments will often be an appropriate response to inappropriate behaviour, but staff do have a legal responsibility to consider the health and safety of colleagues and pupils and staff should be mindful that sanctions, and the communication of sanctions, are risk factors.

Staff should conduct a dynamic risk assessment before deciding to discuss sanctions with pupils. A highly anxious pupil may for example be pushed into self-harm, absconding or violent behaviour if they are told about a sanction without being given the appropriate support or time to de-escalate first. Whilst it is preferable for sanctions to follow incidents of inappropriate behaviour without undue delay, it is advisable for staff to allow a cooling off period before advising pupils of sanctions.

Staff should not use this cooling-off period as an excuse to avoid issuing a sanction, or to pass the responsibility for the sanction on to colleagues. Punishments delivered by the staff member involved in the initial incident are more effective.


**Authorised Sanctions**

Sanctions are less effective in modifying negative behaviours but they do serve a vital function in school, communicating messages of control and order to the rest of the population. The sanctions authorised for teachers to use at Thringstone are:

- Contacting parents – either by letter, phone, email or in person;
- Detentions – either break or lunch – Pupils may be required to carry out restorative tasks during a detention, like mending some damage, cleaning up some mess or writing a letter of apology. Pupils may also be required to complete missed work;
- Loss of tangibles – tangibles may take the form of reward time, access to reward activities, participation in extra-curricular or club activities.

Teachers should note that pupils must be supervised during detentions and supervising staff should ensure that they hold detentions in an open room to reduce the risk of malicious allegations. A member of the SLT may make an unannounced visit to the detention. This is to safeguard staff and pupils.

**Appendix 4:  Behaviour/Concern Forms**

| What's working well? | What are our concerns? | What would success look like? |
|---|---|---|
|  |  |  |

| Observed negative behaviours (Primary or Secondary) | Possible Triggers | Current responses (Successful or Not?) |
|---|---|---|
|  |  |  |

**Hypothesis:**

## Appendix 5: Letter Home – Behaviour Concern (a phone call home is also needed)

Dear [Parent or Carer's name]

Your child has been involved in a number of incidents recently that have been recorded by staff. In accordance with our Positive Behaviour for Learning Policy, consequences have been put in place to re-enforce our expectations, to support your child to learn appropriate behaviour habits and to monitor their progress.

Positive Behaviour for Learning is important to us and important to your child. As adults they will need to be able to manage their own behaviour appropriately to take part in society.

We will continue to support your child and help them to develop appropriate self-management skills to enable them to adopt Positive Behaviour for Learning habits. However, I would appreciate it if you could talk to your child about our behaviour expectations and to remind them about the importance of behaving appropriately.

If you wish to discuss your child's behaviour, please contact the school and arrange to talk to your child's teacher.


Yours sincerely


C Hammersley / J Hallam

Headteacher / Deputy Headteacher

## Appendix 6: Letter Home – Hate Incident (a phone call home is also needed)

Dear [Parent or Carer's name]

Unfortunately, I am writing to inform you that your child has been involved in an incident today at school that has been recorded as a Hate Incident. The school records an incident as a Hate incident if a pupil's behaviour is of a racist, sexist or homophobic nature, or is in some way discriminatory. All incidences of bullying are also recorded as Hate Incidents. The school takes all such incidents extremely seriously.

In accordance with our Positive Behaviour for Learning Policy, consequences have been put in place to re-enforce our expectations, to support your child to learn more appropriate communication, social and self-management skills.

Positive Behaviour for Learning is important to us and important to your child. As adults they will need to be able to manage their own behaviour appropriately to take part in society; It should be noted that Hate Incidents are crimes.

We will continue to support your child and help them to develop appropriate self-management skills to enable them to adopt Positive Behaviour for Learning habits. However, we would appreciate it if you could talk to your child about our behaviour expectations and remind them about the importance of behaving appropriately. You should explain to your child that further Hate Incidents may lead to you having to attend a formal behaviour meeting with your child at school, or a fixed term exclusion.

If you wish to discuss this incident, please contact the school office and arrange to talk with the myself or Mrs Hallam, the Deputy Headteacher.

Yours sincerely

C Hammersley

## Appendix 7: Letter Home – Serious Incident (a phone call home is also needed)

Dear [Parent or Carer's name]

Unfortunately, I am writing to inform you that your child has been involved in a Serious Incident today at school. The school records an incident as serious if a pupil's behaviour puts themselves or others in danger, leads to an injury, or causes damage to property.

Positive Behaviour for Learning is important to us and important to your child. As adults they will need to be able to manage their own behaviour appropriately to take part in society.

In accordance with our Positive Behaviour for Learning Policy, consequences have been put in place to re-enforce our expectations, to support your child and to monitor their progress.

We will continue to support your child and help them to develop more appropriate social, communication and self-management skills to enable them to adopt Positive Behaviour for Learning habits. However, we would appreciate it if you could talk to your child about our behaviour expectations and remind them about the importance of behaving appropriately. You should explain to your child that further serious incidents may lead to you having to attend a formal behaviour meeting with your child at school, or a fixed term exclusion.

As this has been recorded as a Serious Incident, a member of the Senior Leadership Team will already have contacted you to talk about this incident. If you wish to discuss this incident further, please contact the school office and arrange to talk with the myself or Mrs Hallam, the Deputy Headteacher.

Yours sincerely

C Hammersley
Headteacher

## Appendix 8: Letter Home – Use of Force (a phone call home is also needed)

Dear [Parent or Carer's name]

Unfortunately, I am writing to inform you that your child has been involved in a Serious Incident today at school. The school records an incident as serious if a pupil's behaviour puts themselves or others in danger, leads to an injury, or causes damage to property.

During this incident, staff have had to use force to keep your child and others safe from harm. Staff have a Duty of Care to protect all pupils, and the use of force is a legal response to help staff carry out this duty. All our staff receive regular training in managing behaviour and, where necessary in the use of force. I can assure you that the minimum amount of force was used for the minimum amount of time to keep everyone safe.

Your child has been seen by a first aider, an internal investigation into the incident will take place, and your child will be given a chance to reflect on the incident. Staff will sensitively explain to your child why it was necessary for staff to hold them.

Positive Behaviour for Learning is important to us and important to your child. As adults they will need to be able to manage their own behaviour appropriately to take part in society.

In accordance with our Positive Behaviour for Learning Policy, consequences have been put in place to re-enforce our expectations, to support your child and to monitor their progress.

We will continue to support your child and help them to develop more appropriate social, communication and self-management skills to enable them to adopt Positive Behaviour for Learning habits. However, we would appreciate it if you could talk to your child about our behaviour expectations and remind them about the importance of behaving appropriately. You should explain to your child that further serious incidents may lead to you having to attend a formal behaviour meeting with your child at school, or a fixed term exclusion.

As this has been recorded as a Serious Incident, a member of the Senior Leadership Team will already have contacted you to talk about this incident.  If you wish to discuss this incident further, please contact the school office and arrange to talk with the myself or Mrs Hallam, the Deputy Headteacher.

Yours sincerely


C Hammersley

Headteacher

## Appendix 9: Letter Home – Bullying (a phone call home is also needed)

Dear [Parent or Carer's name]

Unfortunately, I am writing to inform you that your child has been involved in a Bullying Incident today at school. The school records an incident as Bullying if a pupil's behaviour is repeated over time and intentionally hurts another individual or group either physically or emotionally.

Positive Behaviour for Learning is important to us and important to your child. As adults they will need to be able to manage their own behaviour appropriately to take part in society.

In accordance with our Positive Behaviour for Learning Policy, consequences have been put in place to re-enforce our expectations, to support your child and to monitor their progress.

We will continue to support your child and help them to develop more appropriate social, communication and self-management skills to enable them to adopt Positive Behaviour for Learning habits. However, we would appreciate it if you could talk to your child about our behaviour expectations and remind them about the importance of behaving appropriately. You should explain to your child that further incidents of bullying may lead to you having to attend a formal behaviour meeting with your child at school, a fixed term exclusion, or your child being placed on an education programme that limits the amount of time they spend on-site at Thringstone.

As this has been recorded as a Bullying Incident, a member of staff will already have contacted you to talk about this incident.  If you wish to discuss this incident further, please contact the school office and arrange to talk with the myself or Mrs Hallam, the Deputy Headteacher.

Yours sincerely

C Hammersley

Headteacher

**Appendix 10: Searching Pupils**

**Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

**Confiscation**

Any prohibited items, listed below, found in a pupil's possession as a result of a search will be confiscated.

- knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks, and pornographic images.

These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

**Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm

- > will be caused to a person if the search is not carried out as a matter of urgency; **and**

- > In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- > It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- > Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, Deputy Headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

**Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

**Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

> Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

> If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

**Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

> What happened

> What was found, if anything

> What has been confiscated, if anything

> What action the school has taken, including any sanctions that have been applied to their child

**Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

**Pupil Well-Being**

Whenever a search has been conducted, regardless of the outcome, staff should be considerate of the pupil's emotional well-being. Pupils who have been searched should be given the opportunity to talk through the incident and given plenty of time before being asked to return to class.

**Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. If a strip search is required, the police will not carry out a strip search on the school site, but will do so on Police Premises. Parents will be informed.

**Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

# Glossary

## Behaviour

To reflect our role as educators, we believe all inappropriate behaviour is negative. Negative behaviour therefore includes non-engagement in and poor attitude towards learning, including poor attendance; Pupils can neither be engaged in learning whilst behaving negatively nor behaving well whilst disengaged with learning.

Staff at Thringstone Primary School should regard pupils' behaviour as communication, and they should view the use of negative behaviour to communicate as evidence of a deficit in one or more of the associated skill's areas: communication skills, social skills or self-management skills.

Behaviour is always contextual; what is appropriate in one social context may be inappropriate in another. For example, shouting during a lesson is likely to be inappropriate, but shouting at a football match is appropriate and normal. An understanding of appropriate and inappropriate behaviour therefore relies on an understanding of complex social rules. Staff must consider the pupils understanding of specific societal norms when dealing with the inappropriate behaviour of pupils.

Behaviour which supports the school's aims should be rewarded. Behaviour that does not support the school's aims is deemed inappropriate or unacceptable. Pupils who display inappropriate or unacceptable behaviour should be supported to develop the necessary communication, social and self-management skills in accordance with this policy.

## Functions of Behaviour

Describing or labelling a negative behaviour answers the "what" question. Identifying the function of the inappropriate behaviour answers the "why" question. In the school environment the functions of negative behaviour are likely to fall into four broad categories:

- Escape;
- Attention;
- Tangibles;
- Sensory Stimulation.

## Escape

Pupils may engage in negative behaviour to escape a situation, task or person. Pupils may experience heightened levels of anxiety when faced with particular tasks, placed in specific social situations or with certain staff or pupils. In the school context, learning activities that make particular demands on pupil's literacy or numeracy skills, place pupils in new social situations, or are delivered by supply staff, are all examples of situations when pupils may display negative behaviours motivated by a desire to escape.

When attempting to identify the function of any behaviour, staff should be mindful that pupils may be escaping *from* a situation, or *to* a more rewarding situation.

**Attention**

Pupils may engage in negative behaviour to gain attention from their peers or from staff. For pupils who crave attention there is little difference between 'good' or 'bad' attention. Staff should also be mindful that for the purposes of behaviour management or modification, there is no practical difference between attention seeking and attention needing. The difference is simply one of perspective; from a staff perspective, pupils may be engaged in attention-seeking behaviour whilst from a pupil's point of view, the attention is needed.

**Tangibles**

Sometimes the acquisition of a desired item or activity is the function of negative behaviour. Negative behaviour may be driven by a desire to be at the front of a queue and therefore have first access to an item or activity, for example.

**Sensory Stimulation**

These negative behaviours are internally reinforcing. At Thringstone Primary School they are most commonly linked to autism and include hand flapping, bouncing, rocking and pacing. These behaviours, unlike the three described previously, are likely to be witnessed across all environments, with a variety of different people and even when the pupil is alone. The behaviours are inappropriate because they are likely to result in the pupil being excluded by their peers and in them missing out on learning.

**Reinforcement**

The term reinforcement describes the reward that the pupil is getting from a behaviour. For example, a pupil is rewarded for putting their hand up in class by gaining the attention of the teacher. The attention of the teacher is the reinforcement that maintains this desired behaviour and increases the likelihood of the behaviour occurring again. If the teacher stops responding to the hands up signal, the pupil will quickly stop using the signal and adopt other behaviours to get the attention they desire.

If we are able to identify what maintains negative behaviours, we can put into place strategies to either develop the pupil's skills to engage in more appropriate behaviours, or we can make adaptations to the school environment to reduce the likelihood of the negative behaviours being displayed.

If pupils continue to display negative behaviours despite staff clearly indicating that the behaviour is unacceptable through verbal reminders and the use of sanctions, then staff will need to investigate what the pupil is gaining from the behaviour (the reinforcement) that is maintaining the negative behaviour.

In school, typical reinforcement that maintains the negative behaviour may be:

- Being sent out of class;
- Being offered a less demanding task;
- Being given one to one support;

Once the reinforcement has been identified, alternative strategies can be established to help the pupil engage in more appropriate behaviours to gain the reinforcement that will maintain the more acceptable behaviour.

To be effective, any more acceptable replacement behaviour will have to achieve the same or a better outcome for the pupil, and require less effort on the pupil's part compared to the negative behaviour. The new behaviour will also have to be quickly and consistently rewarded by all staff and the old behaviour will have to be dealt with consistently too, so as to ensure it does not benefit the pupil with any kind of reinforcement.

## Skills Deficit

Broadly speaking, inappropriate behaviour can be attributed to deficits in one or more of the following three skill's areas:

- Social Skills;
- Communication skills; and
- Self-management skills.

A skill-based deficit exists when a pupil has not learned how to perform a given behaviour. In academic terms, a pupil who has not learned how to punctuate simple sentences correctly could be said to have a literacy skills deficit. It would be appropriate to address this deficit by providing some additional literacy teaching to address this deficit, rather than punishing a pupil. However, when it comes to behaviour, there appears to be a "common sense" tendency to approach things rather differently; a pupil who swears in class, and therefore has a communication skills deficit, is likely to receive a sanction.

At Thringstone Primary School, we endeavour to categorise negative behaviours in a way that helps us to identify the deficit skills' areas. In this way we can seek to teach pupils more appropriate responses.

## Social Skills

Social skills relate to a pupils' understanding of the social expectations of various environments, sometimes referred to as the hidden curriculum. Understanding and accurate interpretation of social expectations is critical to good social functioning. Some pupils at Thringstone will have difficulty intuiting the rules of social etiquette in a range of social environments and may need explicit instruction and practice to learn them. Some pupils may lack the social skills to behave appropriately in the classroom, dining hall or playground environments as a result of not having learnt the unwritten social rules for these situations. Appropriate interventions will be required to explicitly teach these social rules if pupils are to be able to behave appropriately in these situations.

## Communication Skills

When pupils engage in negative behaviour, the behaviour is often a form of communication. Pupils may use the behaviour to communicate a need or an anxiety in the absence of more appropriate forms of communication. To effectively manage inappropriate behaviour, staff need to first identify what the behaviour may be communicating and to take notice of the messages conveyed by the behaviour. This will require staff to remain calm and positive throughout a crisis, and successful navigation of displays of difficult behaviour will very much depend on the relationship that has been built between the staff, the pupil, the school and the family. Interventions to improve a pupil's communication skills will be needed if there is a deficit in this skills area. Particularly useful are strategies for developing the emotional vocabulary of pupils, or strategies that allow for the communication of feelings without language, such as flash cards.

**Self-Management Skills**

Self-management skills relate to the emotions pupils are feeling at any given time or in any given circumstance and how well they manage them. Fundamental to self-management is **self-control.** Strategies such as walking away, deep breathing or counting to ten are simple and effective and should be taught to pupils who lack self-management skills.

**Special Needs**

Some pupils at Thringstone Primary School are identified with having Special Educational Needs (SEND) and some have an Education, Health and Care Plan (EHCP). Some of the pupils' identified or diagnosed needs will have a direct impact on their behaviour. It is incumbent upon all staff working at Thringstone to have a professional level of up to date knowledge of the identified needs of all the pupils they work with and differentiate their approach to inappropriate behaviour accordingly.

There are some behaviours which will always be unacceptable, such as pupils' physical violence against other pupils, but a consistent staff response to all such incidents is impossible. Staff must instead apply a set of principles outlined in this policy and respond to each incident uniquely to ensure safe outcomes for all pupils and staff, and to promote self-discipline and respect.

**Duty of Care**

Staff are required to do all that is reasonable to protect the health, safety and welfare of pupils. A breach of the Duty of Care could amount to common law negligence. This Duty of Care applies to all staff, not just teachers, and also includes any volunteers.

To carry out this duty during a crisis staff should take reasonable steps to:

- Make sure the environment is safe;
- Verbally instruct pupils to stop the unsafe behaviour;
- Seek help;
- Remove bystanders from the vicinity.

To carry out this duty, staff are not obliged to physically intervene, but staff should be aware that they have the right to use reasonable force, and that their decision to use force where reasonable, proportionate and necessary, will be supported by SMT.

**Primary Behaviour**

Primary behaviour is the negative behaviour that the member of staff has chosen to challenge. It is the primary behaviour that should remain the focus of any Positive Behaviour for Learning strategies.

**Secondary Behaviour**

Secondary behaviour is the behaviour that follows from a member of staff challenging a primary behaviour. Pupils might swear in response to a challenge to stop talking, or they may turn over a chair in response to a request to remove their coat.

Secondary behaviour is a vital component for pupils to save face and teachers should be alert to the real need of all pupils to save face in times of crisis: It is much more important for pupils to save face in a crisis, than it is for teachers to save face.

In times of crisis, pupils save face while teachers change face.
Secondary behaviour tends to be an expression of frustration, anxiety or anger in response to staff being firm and consistent about expectations. As far as is safely possible, staff should remain focused on the primary behaviour. If staff raise the stakes by threatening sanctions in response to the secondary behaviours, then the situation will quickly escalate out of control.


**Challenging Behaviour**

Challenging Behaviour is a term used within the field of clinical psychology to describe behaviour that threatens the normal participation of a person in society. In the case of pupils, the term challenging behaviour should only be used to describe the behaviour of pupils who are at risk of exclusion because their behaviour presents a significant risk to people or property at Thringstone.

Some pupils may display challenging behaviours at home. Where pupils display challenging behaviours at home, but not at school, staff should be careful to make this clear in their records.

Pupils identified as displaying challenging behaviour are our highest risk students. Staff will need to use the full repertoire of strategies outlined in this policy to keep everyone safe. Our ethos still stands however; for as long as these pupils remain on roll, we are committed to providing a rewarding, meaningful education that develops the skills and qualities needed for them to lead independent lives as responsible members of the community.

To help pupils displaying challenging behaviour, there are therefore additional support structures in place to support Positive Behaviour for Learning.