

Morville C.E. Primary School



Policy:

Discipline & Behaviour

Last Review: Summer 2016

Member of staff responsible: Sue Blackburn

Review Date: Summer 2018

Introduction

The behaviour of our children at Morville C.E. Primary School is generally excellent. Our children are kind, courteous, and sympathetic to the needs of others. They take pride in their school, their work and their environment. Occasionally the behaviour of a small minority of pupils causes concerns. The aims of this policy are to promote and develop the good behaviour of the majority of our pupils, whilst offering guidance and strategies that may manage the inappropriate behaviour of the few.

Aims

The aims of this policy are to:

- Create a positive atmosphere where children feel happy and secure.
- Help children realise what they do matters.
- Develop their self –control, which is essential to good behaviour.
- Develop respect for others regardless of their race, gender, sexual orientation, age, marital status or physical ability.
- Develop respect and consideration for the property of others.

Mission Statement

- 'Our Christian school offers a unique rural setting that provides exceptional opportunities to promote individual learning. We nurture the development of our children's academic, physical, spiritual & emotional needs within a family and community environment.

The school's ethos is one where a positive attitude of care and understanding is promoted, where the Christian values of respect, trust, perseverance, friendship and thoughtfulness are pivotal to the life of the school and where adults and children respect faith and culture of other people. Children are always encouraged, motivated and supported to achieve the best they can in all aspects of the curriculum.

At Morville C. E. Primary School we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster....

- A high level of English and Maths and an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

Our vision will be realised by:

- Creating a safe and healthy learning environment; so that every child will know that they are valued, will enjoy learning, aspire to and achieve high standards and make excellent progress.
- Providing innovative and creative cross curricular education opportunities for all learners and enabling their independence as learners.
- Developing a flexible approach to teaching and learning within school and in the community thereby ensuring a rich variety of educational experience.
- We encourage an openness of attitudes towards the community in which the school is situated and concern for the needs and opportunities of the wider world.

The implementation of this vision will be the foundation from which our children will become successful learners, confident individuals and responsible citizens of the future.

At Morville CE Primary school we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the schools' curriculum.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

How we, at Morville CE Primary School, promote 'British Values':

Democracy:

The ability to communicate is the most important area of learning. In Morville CE Primary School, we ensure that pupils are given a 'voice' to communicate.

Pupils are given a democratic voice through the active school council and within each educational day. Teachers encourage all pupils to share opinions and listen to others. Through English and other curriculum work, debates are promoted with reasoning to back up thoughts.

Rule of Law:

Within classes and together in the whole school assembly, pupils wrote our 'Morville Way.' Involving pupils in setting our codes of behaviour helps pupils make decisions that are acceptable to the school community and society at large and take responsibility for their actions. As the community evolves, the 'Morville Way' is revised.

Staff are committed to providing a consistent approach to behaviour management and positive learning environment within the school and beyond. We can help some pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

Individual Liberty:

At Morville CE Primary School, we have high expectations of pupils to be good and valued citizens. We do this by supporting each pupil to become as independent as possible. Learning to do things independently is an important part of learning to understand yourself. Independence can boost and nurture a healthy self-esteem.

We endeavour to demonstrate that everyone has rights; this includes the right to say 'No' when appropriate. Human rights are discussed in assemblies and classrooms using the book 'Born to be free.'

Some pupils will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. We support others by participating in local community events and charitable events such as, Red Nose Day/Comic Relief, Children in Need. We believe that fostering a caring and helpful environment allows each child to shine.

Mutual Respect:

We promote each pupil's inclusion, where possible, in a range of activities, settings and locations. The children in Early Years have opportunities to integrate with other children and are encouraged to play demonstrating respect for the 'Morville Way.' We have also introduced the Morville Passport which rewards pupils who demonstrate good manners and respect.

As pupils progress through school, opportunities are integrated into the curriculum to involve pupils in the whole community; for example, working with the local community in the annual May Fair. We believe it is important to facilitate opportunities for Morville CE Primary school to be part of our unique community as the pupils, families and staff have much to offer in the development of community cohesion.

Tolerance of different faiths and beliefs:

Throughout Morville CE Primary School, we value each individual whereby each person is respected equally without regard to ability, gender, faith, heritage or race. Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as friendships, helping others and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes; for example the historical significance of our local area, World War 2 and Explorers. Schools take part in local sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Morville has a very successful link with Coalbrookdale and Ironbridge CE Primary and is developing links with schools in Finland and also Turkey. Although some pupils at Morville CE Primary school may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Morville CE Primary School are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

General Code of Conduct

In order for a school to function efficiently and for all children to develop to their full potential both socially and academically we have developed our school rules (or code of conduct) in collaboration with children staff and parents to which we expect the children to adhere. This code of conduct will be applied consistently and fairly and will primarily be the responsibility of the teaching staff. Other adults who are also in a position of authority will use this code of conduct, in particular the lunch time supervisors who have the care and safety of the children at lunch time as their prime responsibility.

We devised a School Agreement, The Morville Way, with the children in our school. The Morville Way is to:

- Do our best to learn and keep trying.
- Look after each other and everything around us.
- Look, listen and think every day.
- Try to be independent learners.
- Always try to be polite.
- When someone is talking we always try to listen and do not talk over them.

What We Do Matters

In Spring 2016 we revised whole school approach to promoting good behaviour by compiling a system of rewards and sanctions written in child friendly language. Each classroom displays The Morville Way so that adults and children alike are fully aware of our expectations as well as the steps and procedures we use. (See Appendix 1).

Rewards

The Elton report (1989) stressed the need to establish within a school's Behaviour policy, a system for rewarding appropriate behaviour and work. If certain behaviours are deemed to be undesirable and, thus, liable to be punished, it follows that desirable or "good" behaviour or work should be made as attractive as possible and rewarded. The Elton report also stated that any reward (like sanctions) should be appropriate to the particular behaviour and should take into consideration the age, abilities and personality of the individual child. Consequently, it is neither desirable nor possible to establish a definitive hierarchical list of rewards that can be used in very particular instance. A variety of rewards should be used as, for example, one child may value praise from a teacher whilst another attaches little or no value to it. Furthermore, repetition of the same reward can lead to boredom and loss of incentive.

Morville Passport

As we have seen above, the rewarding of good behaviour and good work is an essential part in the promotion of an effective behaviour policy. In order to maintain and promote a consistent approach to rewarding good behaviour in school we have developed the Morville Passport. All members of staff are able to sign off sections of the passport, following the recognition of consistently good behaviour.

This ensures all adults are equally able to reward pupils in a whole school system. Prizes for bronze, silver and gold awards are rewarded annually with a major celebration event and golden ticket for a prize for all pupils achieving gold standard. In addition to rewarding positive behaviour, a range of stickers and house points can be awarded for good work and individual achievements.

The most obvious reward when good behaviour is observed is praise. Very often this is the most effective form of recognition as it is immediate and public. A simple “well done” together with a smile can in many cases achieve much. Another, related, form of praise is the sharing of good work or behaviour with the child’s classmates. This public recognition adds to the kudos of the child and sends signals to the other children as to what is expected. Additionally, the involvement of other adults in the “celebration” of the child’s esteem. Children can also be sent to the Head or Senior Teachers for additional praise and to receive a “Well done” sticker or Head Teachers Reward. In Key Stage 1 the class teachers use these stickers as a visible sign of praise or achievement. There are other strategies and rewards that the class teacher can employ to reward children. These might include:

- “Free time” on a favourite activity
- Helping other children on a task
- Informing parents of a particular success
- Star charts
- House points
- Dojos
- Table points

Additionally, older children are encouraged to keep a folder where their successes, certificates and achievements (from within school and outside) can be kept. This helps them to self-regulate their own behaviour and work.

The overriding purpose of any reward system is to increase desired behaviour and to promote good work. Class teachers and other adults in school need to use their discretion when deciding whether or not to reward a child, and what form that reward should take. The individual needs of the child must be taken into account and the type of reward (as in sanctions) tailored to fit that need. However, there are basic principles that should be borne in mind when setting rewards: - The reward should be, as far as possible, consistent; rewards should be varied; all children should feel that they can gain rewards.

School Rules

We have initiated a whole school approach to developing good behaviour in the use of a system of house points whereby children receive a reward for good behaviour, particularly maintaining the School Rules. Children are also rewarded by being selected to go in the ‘Star of the week Book’ for particularly good behaviour or outstanding work.

Moving around school

We expect children to be able to move around the school quietly and show respect for others. At break times teachers will hold up a hand to signal stop and listen. Pupils then follow instructions to line up sensibly, in silence and should walk to class following adult instruction. At lunchtime a whistle is blown

which signals pupils should stop and tidy away equipment before lining up in silence and walking sensibly into school, under the supervisor's instructions.

Sanctions

Whilst the major concern of this policy is to promote appropriate behaviour amongst our children, there will, unfortunately, be occasions when sanctions are applied to those whose behaviour lets them down. In such cases the sanctions will be applied sparingly and in a manner that is fair and consistent. Every attempt will be made to establish the reasons behind the inappropriate actions and to help the child prevent a reoccurrence.

Our behaviour code (Appendix 1) has been put together by staff pupils, including the school council, and parents. The code is based on a system of addressing the behaviour that is not in line with the Morville way and involves an agreed dialogue between any adult in the school and the pupil. This consistent approach has been adopted by all adults following training on 11th April 2016.

Appendix 1

Agreed behaviour routines and strategies for lunch time

End of lunch time

Whistle is blown and staff raise their arm.

Children 'freeze on the spot' – stand still and in silence (Wait for EVERY child to do this!).

Staff signal for children to walk silently into line.

Children move to class silently.

Rewards

The individual pupils can be rewarded with a merit and by signing sections of their Morville Passport.

Sanctions

If children do not follow the Morville Way, this is communicated to the class teacher to inform them of their behaviour. Teacher's follow up accordingly and may result in their name being entered into the Respect Room book for a lunch time detention.

If a child exhibits more challenging behaviour either send the child into school or report to the class teacher. Should children not follow instructions, the class teacher can be collected. Repeatedly challenging or disrespectful behaviour will result in an after school detention overseen by the class teacher. This will generally only be issued in Key Stage 2 and parents should be informed of the pupil's behaviour and the need to keep them after school.

If children do not follow the Morville Way at lunch time, the lunch time supervisors will inform the class teacher of their behaviour. This may result in a loss of free time.

If a child exhibits more challenging behaviour during lunch time their class teacher should be made aware and a teacher should be available to handle the situation and provide support.

More serious actions such as verbal rudeness, bullying, violence and aggression, damage to property are considered to be unacceptable behaviour to both children and adults. Where these are 'one off' or out of character incidents, the sanctions listed above may be sufficient, along with a severe reprimand from the Head or Senior Teacher and a letter to parents. However, when these incidents become persistent (e.g. occurring daily) and a behavioural/emotional difficulty is obviously arising, the following procedures will be adopted in line with the code of practice for statement of education need:

1.

- Concern felt by Class teacher/lunch time supervisor recorded on School form and brought to the attention of the special needs co-ordinator (SENCO). If necessary the incident will be recorded in the incident book and the Governing Body informed
- Baseline of difficulty established by use of the observation booklet for between 1-2 weeks.
- Child and parents informed (at least by letter) that concern is noted, and they be invited to discuss the difficulty.
- Class teacher and SENCO seek to modify behaviour using information from observation booklet, in conjunction with child and parents for between 2 weeks and one term (maximum).
- Any action which result in another child or the child themselves being hurt or a member of staff hurt will

be recorded in the incident book and reported to the Governing Body and to parents concerned.

2. If the problems continue the Class teacher/ SENCO/ Parents/ Child / Head will seek to find another way of modifying the problem and record a stage 2 form, again for 2 weeks to one term. After this time the situation will again be reviewed.

3. If there are still difficulties, outside agencies will be involved and in-depth advice sought, Educational Psychologist brought in and, possibly, ancillary support arranged. This to be done in conjunction with Parents/Child/Class Teacher/Head/SENCO. The situation will again be reviewed.

The school also maintains the right to refuse to have children on the premises at lunch time when their behaviour is a threat to the safety of themselves or others. Should a pupil be excluded at lunchtime then the BAET guidance on exclusion will be followed.

In many cases a behaviour modification programme may be sufficient to bring about an acceptable change of behaviour. If, however, problems persist, the above procedure will be sufficient evidence for statutory assessment for an EHC plan of the child's difficulties. The modification must involve the child working towards success, and will probably also involve monitoring from other teaching and/or ancillary staff. In extreme cases the school would seek external assistance as soon as possible to avoid a possible exclusion, but this option will always remain open to the Head where it is considered that the child is a danger to herself or others.

All teaching staff supervisors and ancillaries should be aware of the procedures and know that a common policy of approach will be in place to support both adults and children. Where a particular child's behaviour is causing concern the Head or Senior Teacher, in consultation with the class teacher, will devise a strategy for the management of the child's behaviour. This will be communicated to all teaching staff so that they will know how to respond to the child's behaviour.

It is unacceptable to allow inappropriate behaviour to persist. It should be tackled from the outset and procedures implemented so that modifications are neither ignored nor carried on indefinitely.

Discipline The Curriculum And Classroom Management

It is essential to develop a positive classroom atmosphere in order to promote good discipline. There are proven and distinct links between the quality of the delivered curriculum and good behaviour. Good behaviour can be linked with a child's motivation to learn. Consequently, a child who feels that they are failing at school or who sees what the school has to offer as irrelevant may become a behaviour problem. The careful planning and delivery of the curriculum is essential to maintain motivation and enhance the child's chances of success.

Key factors in this are:-

- Interest
- Differentiation
- Relevance
- Breadth
- Balance
- Accessibility

A teacher's general competence can have a strong influence on behaviour especially in the following areas:-

- Knowledge of the subject being taught
- Planning and delivering a differentiated curriculum
- Empathising with children and encouraging learning and good behaviour
- Dealing quickly, firmly and fairly with inappropriate behaviour

A positive classroom atmosphere can be created and enhanced by:-

- Knowing the children as individuals - their personalities, interest and friends
- Paying careful attention to the grouping of children
- Matching the planned work to the children's needs and abilities
- Being enthusiastic and using humour
- Involving the children, as far as possible, in the formulation of the class rules
- Using praise to promote good work as well as good behaviour

Being Aware

It is the job of everyone in our school to ensure that children are well behaved and that they receive the care and attention they deserve. Staff and children are urged to look out for lonely or unhappy children; these are just two of the symptoms of a child who is troubled. Dealing with these behaviours may link to the school's statutory duties under the Equality Act 2010.

Children must be encouraged to tell others if they are unhappy or in any way bullied. All such enquiries will be followed up, investigated and, if necessary, steps taken to put matters right.

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 2)

Searching and confiscation

The Headteacher and Senior teacher 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.(see Appendix 3)

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 his/her self 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 4 for guidance)

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.

Schools protocols on prevention of homophobic and transphobic bullying.

Pupils are taught that anyone using the word 'gay' when describing something is a form of bullying and why it is wrong

Pupils are taught that they should not ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'

Pupils are taught in line with our sex education policy and that questions raised are handled at an age appropriate level.

Should the situation arise, pupils will be encouraged to think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.

School leadership team

A racist and homophobic incident book is used to record any incidents of bullying and the local authority is notified in accordance with BAET policy. Parents are contacted and informed of any incidents in school and are made aware of the seriousness of the incident.

Any homophobic language used against staff are also recorded.

The school's bullying and safeguarding policies and equality policies address gender identity and sexuality

Training will be provided for staff in how to tackle homophobic/transphobic bullying, including language

Provision meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils, for example in sex and relationships education and other aspects of PSHE, including providing age-appropriate advice and guidance

The school seeks to support LGBT pupils and those from LGBT families

Role of governors :

Any incidents are recorded and the number of incidents and outcome are reported at full governing body meetings.

Governors are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively through the Headteacher's report.

Resources available in school

- Morville passport
- Behaviour strategy sheets personalised for individual children
- Whole class merit charts
- Raffle tickets
- Stickers

Outside Agency Support

- CAMHS
- Behaviour Support Service
- Support from LA
- Family and Education Support Worker

Further reading and guidance

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

<http://www.education.gov.uk/schools/pupilsupport/behaviour/g0076647/guidance-for-governing-bodies-on-behaviour-and-discipline>

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

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

<http://www.education.gov.uk/childrenandyoungpeople/sen/sen/types/cneeds/a0013105/guidance-on-the-use-of-restrictive-physical-interventions>

<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>

<http://www.homeoffice.gov.uk/publications/police/operational-policing/pacecodes/?view=Standard&pubID=810826>

Appendix 2

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.

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 Headteacher 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 administered outside the school day.

Following any incident, the Headteacher 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.

Appendix 3

Searching and confiscation

The Headteacher and Senior teachers 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, Senior teacher 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.

Authorising members of staff

The Headteacher, Senior teacher 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 4).

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:

- 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.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- 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.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.

- 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.

Appendix 4

The use of reasonable force

What is reasonable force?

- (i) 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.
- (ii) 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) 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.
- (v) 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.
- (vi) 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.

2 Who can use reasonable force?

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

3 When can reasonable force be used?

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

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 is 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.

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.

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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T. (01746) 714219

F. (01746) 714219

E. a2205@telford.gov.uk

Name of child: _____ **(Male/Female)** **Class:** _____

Search and confiscation Record

Reason for the search

Names of staff carrying out the search and those staff acting as witness include title

1. _____

2. _____

Items found

Other agencies involved – please list with name and title

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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E. a2205@telford.gov.uk

Name of child:

(Male/Female)

Class:

Reasonable Force Record

Reason for the use of reasonable force

Names of staff using reasonable force

1.
2.

Other agencies involved – please list with name and title

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:

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.

Summary

This document seeks to formalise the philosophy and good practices which are already taking place at Morville Primary School. It is intended to be built upon the belief that the promotion of self-discipline through positive reinforcement of good behaviour is the most effective way of promoting caring and responsible attitudes in our children.

Appendix 5

Home – School Agreement

Child's name.....

At School, we aim to:-

- Uphold the Morville Way
- Provide a challenging teaching and learning programme within a Christian framework.
- Improve, continually, the standard of education provided for the children.
- Encourage children to achieve their full potential.
- Inform parents of the children's progress at regular meetings.
- Encourage children to take care of their surroundings and be caring to others around them.
- Provide a secure, caring and stimulating environment which will allow maximum opportunities to work and learn.
- Keep parents informed regularly about general school matters.
- Provide a child's Right to Education (Reception/KS1 – at least 21 hours per week, KS2 – at least 23.5 hours per week).

Headteacher's signatureDate.....

As Parent/Guardian I will try to:-

- Make sure my child arrives at school on time.
- Make sure my child attends regularly and inform the school of reasons for any absence.
- Support the school in its efforts to maintain good behaviour, discipline and respect for their surroundings.
- Make the school aware of any concerns that might affect my child's work or behaviour.
- Adhere to the school dress code and support the school in labelling all garments.
- Attend Consultation Meetings every term to discuss my child's progress.
- Encourage my child to develop good homework skills.
- Adopt safe practices by parking in the designated car park to ensure safety of children.
- Adhere to schools Healthy Eating Policy.

Parent's/Guardian's signature.....Date.....

Appendix 6



The Morville Way

- Do our best to learn and keep trying

- Look after each other and everything around us

- Look, listen and think every day

- Try to be independent learners

- Always try to be polite

- When someone is talking, we always try to listen and do not talk over them

Appendix 7 EMOTIONAL AND BEHAVIOURAL DEVELOPMENT SCALE

| DESIRABLE BEHAVIOUR | Not at all | Ra rel y | Someti mes | Fairly Often | Of te n | Always |
|--|---------------|----------------|---------------|-----------------|---------------|--------------|
| CONDUCT BEHAVIOUR | Very Poor | | | | | Very Good |
| 1. Behaves respectfully towards teachers E.g., Respects teachers and answers teachers politely, does not interrupt or deliberately annoy, does not show verbal aggression. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Shows respect to other pupils E.g., Interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Only interrupts appropriately. E.g., Does not disrupt unnecessarily, does not distract or interfere with others, does not pass notes, fidget, hum, talk when others are talking. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Seeks attention appropriately E.g., Does not seek unwarranted attention, pupil behaves in ways warranted by the current classroom activity, does not behave in a silly manner or call out in class. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Is physically Peaceable E.g., is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Respects property E.g., Values and looks after property, does not damage or destroy property, does not steal. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Observes school and teacher rules Attends classes, does not leave seat without permission, does not tell lies. | 1 | 2 | 3 | 4 | 5 | 6 |
| EMOTIONAL BEHAVIOUR | | | | | | |
| 8. Is active and forthcoming E.g., Responsive to surroundings, does not stare into space, daydream excessively. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Has empathy. E.g., Is tolerant of others, shows understanding and sympathy, is considerate. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Is socially aware E.g., Interacts appropriately with others, is not a loner or isolated. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Is happy | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | |
|--|------------|--------|-----------|--------------|-------|--------|
| E.g., Has fun when appropriate, smiles, laughs, is cheerful, is not tearful, depressed, whining. | | | | | | |
| 12. Is confident E.g., Is not anxious, high self esteem, relaxed, does not fear failure, is not shy, afraid of new things, is robust. | í | í | í | í | í | í |
| 13. Is emotionally stable E.g., Moods remain relatively stable, does not have frequent mood swings. | í | í | í | í | í | í |
| 14. Shows good self control E.g., Patient, not easily flustered, not touchy. | í | í | í | í | í | í |
| LEARNING BEHAVIOUR | | | | | | |
| 15. Is attentive E.g., Not easily distracted, completes work, keeps on task and concentrates. | í | í | í | í | í | í |
| 16. Has an interest in school work E.g., Good motivation, shows interest, enjoys school work | í | í | í | í | í | í |
| 17. Good learning organisation E.g., Works systematically, at a reasonable pace, knows when to move onto next activity or stage, can make choices, is organised. | í | í | í | í | í | í |
| 18. Shows perseverance in learning E.g., Is conscientious, independent, has a positive approach to school work, perseveres with tasks. | í | í | í | í | í | í |
| 19. Is an effective communicator E.g., Speech is coherent, thinks before answering | í | í | í | í | í | í |
| 20. Works efficiently in a group E.g., Takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively. | í | í | í | í | í | í |
| 21. Seeks help where necessary E.g., Does not make excessive demands on the teacher | í | í | í | í | í | í |
| | Not at all | Rarely | Sometimes | Fairly Often | Often | Always |

PARENT / CARERS CONSENT FORM

A. PUPIL DETAILS:

Name of Pupil: School:.....

Parents / Carer's name:.....

Parents / Carer's address:.....

Parents / Carer's home telephone no:..... Mobile no:.....

B. OPTIONS AVAILABLE TO SCHOOL AND PARENTS / CARERS – PLEASE TICK ONE BOX:

| | | |
|----|---|--|
| 1. | Advice from the panel regarding additional strategies which the school could employ to meet the individual needs of the child | |
| 2. | Intervention at the Linden Centre for an assessment and intervention programme then a supported reintegration to their own school | |
| 3. | Intervention at the Linden Centre for an assessment and intervention programme then a supported managed move to another school | |
| 4. | Support in own school from L & B Inclusion Mentor | |

C. MY / OUR PREFERENCES FOR ALTERNATIVE SCHOOLS ARE:

Before nominating preferences for alternative schools please note that any request for transport assistance will be considered against the criteria in Education's Home to School Transport Policy, which states:-

- Transport, or help with it, may be provided for eligible children who live beyond the maximum statutory walking distance [3 miles for secondary and 2 miles for primary aged children] from their designated or nearest school. If you apply for a school, which is some distance from your home address, the transport arrangements will normally be the family's responsibility.

1.

2.

3.

Signed: Parent / Carer Date:

D. PERMANENT EXCLUSION: If the pupil is at serious risk of permanent exclusion and a managed move is being considered please ensure parents / carers are aware of the details below.....

1. I/We have been informed that my/our child is at risk of permanent exclusion.
2. I/We agree to a managed move to an alternative placement for my/our child.
3. I/We understand that in agreeing to a managed move I/we forfeit the rights of appeal to the school governors and an Independent Appeal Panel which are part of the permanent exclusion process.
4. Transport implications - Transport, or help with it, may be provided for eligible children who live beyond the maximum statutory walking distance [3 miles for secondary and 2 miles for primary aged children] from their designated or nearest school. If you apply for a school, which is some distance from your home address, the transport arrangements will normally be the family's responsibility.

APPENDIX 8

CHILDREN & YOUNG PEOPLE LEARNING & ACHIEVEMENT

Parents/Carers Information Leaflet

You have been contacted because your child is at risk of permanent exclusion from their school. The Headteacher may be considering this option as a final step because your child's behaviour has caused ongoing concern and has not improved despite the school providing and using all appropriate support strategies. Or it may be because in the Headteacher's judgement a permanent exclusion is appropriate because your child has been involved in a "one off" serious offence.

The school staff have been working closely together to help prevent pupils from experiencing permanent exclusion from school. The Headteacher or their representative will have met with you to discuss the difficulties and a "managed move" may have been suggested. This will avoid the need for a permanent exclusion and give your child the opportunity to build new relationships in a new school.

A managed move can only take place if you are in agreement and your child is willing to transfer to a new school.

You need to be aware that if your child is permanently excluded you would have the right to appeal against the permanent exclusion to the school governors and an Independent Appeal Panel. If you agree to a managed move you will forfeit these rights.

As parents/carers you will be asked to state a preference for alternative schools. The school and Local Authority will try, but may not always be able to, meet your preference depending on the availability of places.

APPENDIX 9

Recommendations from School Admissions Code – February 2009

1. Local authorities, working with parents **should** draw up reintegration plans for permanently excluded pupils at an early stage, but it is not expected that all permanently excluded pupils are to be reintegrated to a mainstream school.
2. In general, pupils **should not** be reintegrated to mainstream schools unless they are ready and schools **should not** be required or pressured into taking a pupil until their behavioural problems have been assessed, suitably addressed and they are ready to take the step back into a mainstream setting. In addition, some pupils may benefit from an early start in a further education college or other setting.
3. Local authorities **should** offer schools additional help to reintegrate some pupils, for example, Pupil Referral Unit (PRU) teachers continuing to work with the pupil when they have returned to mainstream school or a dual registration arrangement where, for a short time, the pupil spends part of the week in a PRU and part in the school, to ensure a smooth transition.
4. Local authorities **must** consider the circumstances of the individual pupil, in terms of what is best for them, whether they are ready for mainstream schooling and, if so, which mainstream school will be best able to meet their needs. Protocols **should** avoid an inflexible approach, where schools are routinely expected to admit the next child in line without any consideration of other factors. The allocation of pupils **should** be equitable with no one school or Academy being required to take a disproportionate number of challenging children.
5. Schools cannot cite oversubscription as a reason for not admitting a pupil under a Fair Access Protocol. Hard to place pupils **should** be given priority for admission over others on a waiting list or awaiting an appeal. Schools **must** respond quickly to requests for admission so that the admission of the pupil is not delayed and **should not** insist on an appeal being heard before admitting a child under a Protocol. Schools **should not** refuse to admit a pupil who has been denied a place at that school at appeal, if the Protocol identifies that school as the one to admit the child.
6. As part of assessing the suitability of a placement for a pupil, the local authority (or placement panel) **must** take account of any genuine concerns about the admission, for example a previous serious breakdown in the relationship between the school and the family, or a strong views about the religious ethos of a school.
7. Wherever possible, pupils with a religious affiliation **should** be matched to a suitable school, but this **should not** override the protocol if the school is unable to take the pupil, or if the pupil identified for the school does not have that affiliation.
8. Protocols **must** include, as a minimum, children of compulsory school age in the following categories:
 - Children attending PRUs who need to be reintegrated back into mainstream education;
 - Children who have been out of education for longer than one school term;
 - Children whose parents have been unable to find them a place after moving to the area, because of a shortage of places;
 - Children withdrawn from schools by their family, following fixed term exclusions and unable to find another place;
 - Children of refugees and asylum seekers;
 - Homeless children;
 - Children with unsupportive family backgrounds, where a place has not been sought;
 - Children known to the police or other agencies;
 - Children without a school place and with a history of serious attendance problems;
 - Traveller children;
 - Children who are carers;
 - Children with special educational needs (but without a statement);
 - Children with disabilities or medical conditions;
 - Children returning from the criminal justice system; and
 - Children of UK service personnel and other Crown Servants.

APPENDIX 10: Request for Additional Support Feedback Form

| | | | |
|-----------------|--|----------------|--|
| Date of FAP | | Name of School | |
| Name of student | | DOB | |
| Gender | | Ethnicity | |
| SEN | | CiC | |

Key issues identified

-
-
-

Further information sought by panel

-
-
-

Recommendations of the panel

Headteacher / Presenter feedback

Did you feel you had adequate opportunity to present all aspects of the case?

Did you feel the level of challenge by the panel to be appropriate?

Were the panel's recommendations supportive in meeting the individual needs of the student?

Any other comments?

Please complete and return this form to the school.

Appendix 11

Exclusion from maintained schools, Academies and pupil referral units in England – See attached document from the Department for Education

Appendix 12 Detention.

See Government document;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Detention

What the law allows:

27. Teachers have a power to issue detention to pupils (aged under 18).

28. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction. 10

29. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

30. The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

31. Parental consent is not required for detentions.

32. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.

33. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

34. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.