



CRADLEY CE BEHAVIOUR POLICY

A policy to safeguard children



INTRODUCTION

The Behaviour and policy operates in conjunction with the following policies:

Anti-bullying policy

Exclusion Policy

Special Educational Needs (SEN)

Equal Opportunities policy

Attendance Policy

Safeguarding and Child protection policy

Disability Discrimination Scheme.

I Vision and values

Our school values, vision statement and aspirations have been arrived at through consultation with the whole school community.

Our values

Respect, caring, courage, trust, perseverance, belonging

Our vision statement

'Believe, belong, be happy; every child, every chance, every day'

Our aspirations for our children

Believe

At Cradley CE we want our children to believe in themselves and their own abilities so they can aspire to be the best they can be. As a school we promise to believe in all our children and encourage them to aim high and follow their dreams. We will guide them in spiritual belief and help them to choose the right path in life.

Belong

We hope that everyone who comes to Cradley CE feels part of our 'Cradley family'. Our school values are at the heart of everything we do, allowing us to develop a true feeling of belonging and a sense of shared identity. We celebrate similarities and differences and embrace the local, national and global communities to which we belong.

Be Happy

Happiness is the key to success and this knowledge underpins everything we do at Cradley. Above all we want our children to feel happy at school: happy to talk, happy to listen, happy to learn and happy to try new things.

Every Child

At Cradley CE we understand that every child is precious: a star waiting to shine, with their own special talents, needs and abilities. We aim to provide a safe, caring environment where each child is nurtured and given the opportunity to flourish, building on their own unique gifts.

Every Chance

At Cradley we have high aspirations for all our children and our dedicated staff are committed to providing high quality teaching and learning. We work in close partnership with parents and other stakeholders so every child has the best possible chance to succeed and reach their potential.

Every Day

We encounter each new day with the view that anything is possible and offer chances for children to achieve and excel. We encourage them to seize every day and make sure each child has new and exciting opportunities to explore. Through the variety of experiences and opportunities offered, our children receive a personalised curriculum which prepares them for their journey through life.

This Policy is carried out within the context and spirit of the school's Vision Statement and supports and reinforces our aspirations for our children.

2 Introduction

At Cradley CE Primary School we are a caring inclusive community, built on Christian values and an appreciation that there is something unique and wonderful about every pupil. Our values are at the heart of all relationships and underpin everything that we do at Cradley. We believe that living and learning about our values together has a huge impact on the behaviour of our children. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

In realising our vision for our children, it is our aim to raise the aspirations and confidence of all our pupils to ensure that they have 'every chance, every day'. Our aim is that they appreciate that there are no barriers to them reaching their potential either inside or outside the classroom. We aim to ensure that every member of the school community feels valued and respected and that each person is treated fairly and well. The school's behaviour 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. All staff encourage the children to live our values and in doing so to encourage the highest standards in collective and self-discipline. We believe that encouragement, praise and motivation are essential so that pupils, staff, governors and parents work together in a happy, positive environment.

3 Aims of the policy

To have a clearly defined and structured system that operates throughout the school.

To cultivate good, positive behaviour.

To develop self-esteem and encourage our values of respect for oneself and others.

To ensure that the system is fair and consistent.

To encourage everyone to be involved in the ownership of the school rules.

At Cradley CE Primary School we welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person, thus ensuring each pupil is equipped to take his/her place in the modern world.

4. Expectations

- At Cradley CE Primary School we see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We encourage all who learn here to demonstrate our school values in all aspects of life. We aim for the highest standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. We have a Home and School Agreement that is agreed and signed by pupils, parents and staff.
- Cradley CE Primary School community of Governors, staff, parents and pupils adhere to a Code of Conduct. This is written by the children and updated regularly through the School Council.
- Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is available to parents on request. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.
- We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment

and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

5. Teaching and learning

At Cradley CE Primary School pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching and support staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

6. Rewards

Rewards are powerful incentives to encourage and praise good behaviour. Throughout the school a system of silver/gold cards, dojo points, stickers, House Points, awards and certificates is in operation which rewards pupils for excellence and effort in all areas of the school curriculum. In addition, children are rewarded for acts of kindness, consideration, thoughtfulness and good manners and where they show our school values they can put a jewel in our values jar.

Rewards include:

- Verbal praise, written remarks about good work, stickers, stars and sending the child to another teacher, Deputy or Headteacher for praise.
- We operate a card system where every child starts the day on 'green' card. Children may go on to earn silver (5 dojos) or gold (10 dojos) cards. Children who receive a gold level will be sent to the head teacher for a gold award.
- Children may have comments or stamps in their planners as a reward and may go to the Head or Deputy for a sticker or stamp on their 'rewards' page.
- Accumulated Dojos points will result in an achievement certificate awarded in assembly in increments of 50.
- Whole class behaviour is rewarded by the giving of a 'pebble in the pot'. Once the pebble pot is full the class earn the reward of their choice. Staff are encouraged to reward other classes if good behaviour is noticed, e.g lining up in the playground, coming into assembly.
- Weekly 'Golden time', where pupils are awarded with 20 minutes activity time of their choice. This privilege can be lost by the minute through inappropriate behaviour.
- Children are rewarded and thanked for good behaviour and progress in weekly and half termly Praise Assemblies. Parents are invited into school each half term to join in with their child's successes.
- Children's achievements out of school are recognised in assembly times, through our 'WOW' box and through our shine week which occurs every 2 years. ('WOW' comments are written by parents, posted through the box in school and then written on our newsletters.)



7. Sanctions

It is the responsibility of the teacher to identify inappropriate behaviour and determine the reason, e.g. work mismatch, home, friends. If a child's behaviour is having an adverse effect on those around him or her this will be pointed out to the child who will then be given the opportunity to discuss the behaviour, its causes and its repercussions. If the behaviour is causing other children to become unhappy it will not be tolerated. In such circumstances we do not seek to apportion blame but rather to seek out the cause of the behaviour and work with all parties to affect a cure. School will ensure that any sanctions are reasonable and must not breach any other legislation (disability, SEND, race and other equality acts).

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. In cases of inappropriate behaviour, the following sanctions may be used by class teachers:

- The teacher may move the child to another seat to facilitate learning/good behaviour.
- We expect children to try their best in all activities. If they do not do so, the child may be asked to redo a task.
- The child may be asked to talk over continued poor performance / behaviour with the class teacher during break time.
- If a child is disruptive in class, the teacher will reprimand him/ her appropriately. We operate a card system where every child starts the day on green card, 'Ready to Learn'. Following a series of warnings children may have a yellow card 'Pause for thought' or eventually a red card 'Reset'. In line with our vision for our school, every child gets a fresh start each morning and each afternoon.
- With the card system we operate, a child may be given a verbal warning about inappropriate behaviour the child will also be shown a purple card termed 'Time to think'. If the child's behaviour improves after a few minutes the card will return to green 'Ready to Learn'. If inappropriate behaviour still continues then a further warning can be given followed by a Yellow card, 'Pause for thought' if behaviour does not improve. When yellow cards are given then 5 minutes of playtime is missed. When a red card 'Reset' is given then that child will be taken to the Deputy or Head teacher. With red cards 'Reset', all of playtime is missed and parents are informed.
- Red and yellow cards 'Pause for thought and reset' are removed once consequence has been received.
- With younger children, a 'time out' chair' may be used to allow them to have some quiet time and to reflect on their behaviour.
- If a child is repeatedly getting yellow/red cards 'Pause for thought/reset' then they may be put on a timetable to monitor their behaviour to help it improve. The child will be given three specific targets to improve learning behaviours and these 3 targets will be RAG rated at the end of every session. If the child achieves a success rate of 80% green or more they will be rewarded with choice/reward time at the end of the day. The pupil must then report to the Deputy or the Head at the end of the day to have the timetable monitored.
- If a child misbehaves repeatedly, the child may be given time out, e.g. in another classroom until s/he calms down, and is 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.
- The pupil may lose minutes of Golden time
- The child will miss some of lunchtime to catch up on work time lost by inappropriate behaviour. The child must be supervised by the teacher.
- The pupil may be asked to report to phase leader or Deputy head.
- The teacher may speak to the child's parents.
- The pupil may be asked to report to Headteacher who will carry out any of the above sanctions
- The pupil may be subject to an internal exclusion for a fixed period of time.

8. Serious breaches of behaviour

In serious cases where the behaviour is unacceptable the Headteacher has the power to suspend (See DFE Guidance on Suspensions and Permanent Exclusions). If a child behaves in a violent or abusive way they will be suspended for a minor fixed period (maximum of 3 days). In all cases of suspension the parents\carers of the child will be asked to bring their child to school to discuss re-admittance with the Headteacher. If the child then continues to behave in an unacceptable way they will be excluded for a major fixed period (up to five days or more). If the child's behaviour cannot be improved by the above then the Headteacher has the power to recommend permanent exclusion.

9 SEND

When supporting the behaviour of pupils with additional needs school will endeavour to engage proactively with parents wherever possible. We recognise our duty under the Equality Act 2010 and will endeavour to make reasonable adjustments in school in order to support pupils with a disability.

Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, a pupil with an EHCP or a looked after child, we will work, in partnership with others, (including the local authority as necessary) in order to consider what additional support or alternative placement may be required. This may involve assessing the suitability of provision for a pupil's SEND. Where a pupil has an EHCP we may consider requesting an early annual review or interim / emergency review.

10 Individual needs

At Cradley CE Primary School we ensure that, where appropriate, the needs and circumstances of individual pupils are taken into consideration when applying the school's behaviour policy. It may be necessary for school consider whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff will follow the school's safeguarding procedure. Staff will also consider whether continuing disruptive behaviour, might be as the result of unmet educational or other needs, and whether an Early Help Assessment would be suitable.

11 Behaviour support plan

If necessary, a behaviour support plan may be written. This will include details of the expectation of behaviour, the rewards that will be given and the sanctions that will be used.

12 The use of force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCFS guidance November 2007 'Use of force to control or restrain pupils', relating to The Education and Inspections Act 2006. This enables school staff to use reasonable force to prevent a pupil doing or continuing to do any of the following:

- Causing injury to any person, including the pupil himself
- Causing damage to property
- Prejudicing the maintenance of good order and discipline at the school whether during a teaching session or at other times

The actions that we take are in line with government guidelines on the restraint of children.

DFE, Use of reasonable force, July 2013 says the following and underpins the policy of Cradley CE.

All members of school staff have a legal power to use reasonable force.

• 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.

When can reasonable force be used?

• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

• In a school, force is used for two main purposes – to control pupils or to restrain them.

- *The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances*

De-escalation

All staff use positive reinforcement to encourage positive behaviour. A range of de-escalation strategies are used to attempt to defuse extreme disruption or physically aggressive behaviour. These include but are not limited to: humour, verbal advice and support, firm clear directions, limited choices, distraction, reassurance, adult swap, success reminders and reminders about consequences. (Please see appendix I for more information on de-escalation strategies and DFE guidance)

Positive handling

If de-escalation strategies do not work school staff can use reasonable force in certain circumstances, normally to keep students safe or to stop damage occurring. These circumstances are likely to be extreme and infrequent. These are a last resort. If a child needs positive handling by a member of staff, a dynamic risk assessment is carried out prior to any action. Parents are also informed. All incidents are followed by a 'debrief' in order to adapt practice for the future. We follow the Department for Education's guidance in the use of reasonable force.

13 Involvement of parents and guardians

Parents and Guardians who accept a place for their child at Cradley CE Primary School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

14 Involvement of pupils

Our vision and values for our school means that we believe in listening to our pupils and taking their views on board. Respect and trust are two of our core values and we believe that we must show this to our pupils by listening, trusting them to make the right choices and by encouraging constructive suggestions from them, e.g. via the School Council, which meets each half term.

15 Advice to Pupils

Pupils are advised to seek help when necessary, when they are experiencing difficulties or when they are aware that other children are experiencing difficulties. It is best that this help is sought at the earliest possible opportunity. Children are encouraged to:

- Talk to class teacher or other responsible person they trust
- Talk to parents. The parent should then contact the class teacher at the earliest opportunity

16 Bullying

The school does not tolerate bullying, including homophobic bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The school anti – bullying policy is available for parents on request.

17 Racist remarks

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case;

- The pupil will be reprimanded, the Headteacher is informed and a record of the incident is kept.
- The LA, governors and parents are informed.
- In persistent cases, parents may be asked to discuss the matter with the headteacher and a referral may be made to the police in line with the school Equality Policy.

18 The role of the class teacher

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Staff can discipline pupils at any time that the pupil is in school or offsite eg, visits and residential visits.
- Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises.
- Staff can confiscate pupils' property.
- Staff can impose an agreed sanction (see this policy)
- Staff have the power to impose a detention; during the school day eg lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or preventing a child from taking part in an activity afterschool eg representing the school, or whilst on a residential visit.

At Cradley CE, we believe that it is the responsibility of class teachers to ensure that the school code of conduct is enforced in their classes and that their classes behave in a responsible manner during lesson time.

- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, 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 Key Stage Leader in the first instance, then the Deputyhead or Headteacher.
- The class teacher is responsible for filling in behaviour logs for any serious breaches of the behaviour policy. A copy of this will be kept in the class teacher's 'white' folder and a copy given to the Head teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- The class teacher reports to parents about the progress of each child 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 child.

19 The role of the Headteacher

The Headteacher is responsible for:

- Ensuring under the School Standards and Framework Act 1998, that the Behaviour Policy and Code and implemented in a fair manner and consistent manner to safeguard the welfare of the community as a whole.
- Reporting regularly to governors when requested, on the effectiveness of the policy.
- Undertaking to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity
- Supporting the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Ensuring that records are kept of all reported serious incidents of misbehaviour.
- Giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

20 The role of the 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.

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 child is treated unfairly because of race or ethnic background.

21 Advice to Staff

At Cradley CE Primary School we require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with the school's behaviour policy and its rules for behaviour.
- We expect all members of the school - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Where relevant a 'Positive handling plan' will be drawn up.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. Racial incidents are reported termly to the Governors.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by staff. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

22 Early Years Foundation Stage

The Early Years Foundation Stage also follows this policy.

23 Behaviour out of school

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil of Cradley CE
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

If the behaviour is criminal or causes threat to a member of the public, school will endeavour to investigate the incident if possible and the police may be informed.

We hope that our children are able to take our school values out into the community and in doing so act as positive ambassadors for Cradley CE. We expect that our children demonstrate our values at all times.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and disciplinary action for off-site behaviour. Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of Cradley CE
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

24 Attendance

CRADLEY CE Primary School recognises that positive behaviour and good attendance are central to raising standards and pupil attainment.

All pupil's attendance is monitored and reviewed on a fortnightly basis. Below are some triggers that will require further investigation and communication with parents/carers. Where a child has had poor attendance in previous months/years then they may be monitored and reviewed on a more frequent basis.

After 5 days/10 sessions of absence across a school year

Once a child has had more than 5 days / 10 sessions of absence, parents will receive a letter from the school to advise them of this. Included in this letter will be advice about future attendance triggers.

After 7 days/14 sessions of absence across a school year

Once a child has had more than 7 days / 14 sessions of absence, we will then look at the reasons provided for absence. Every time the child is absent after this, parents will be required to provide further evidence so we can consider whether the absence should be authorised or unauthorised (e.g. doctor's note, prescription medicine, extended conversation). The school's medical policy allows us to administer medicines with written consent which may ensure a quicker return to school. If no evidence is available the absence will be unauthorised.

After 5 days/10 sessions of unauthorised absence within a 30 day period (current academic year only)

Once a child has had more than 5 days / 10 sessions of unauthorised absence, a referral will be made to the EIS where a home visit may be made with advice for the family to follow. A letter will be sent home or a telephone call made be made to inform parents of this.

After 10 days/20 sessions of unauthorised absence across a school year

Once a child has had more than 10 days / 20 sessions, a referral will be made to the EIS where a home visit may be made and an advisory warning notice could be issued. A letter will be sent home or a telephone call made to inform parents of this.

After 15 days/30 sessions of unauthorised absence across a school year

Once a child has had more than 15 days / 30 sessions, a referral will be made to the EIS where a home visit will be made and a formal warning notice could be issued. A letter will be sent home or a telephone call made to inform parents of this.

After 20 days/40 sessions of unauthorised absence across a year

Once a child has reached 20 days / 40 sessions of unauthorised absence across a year, statutory intervention is required.

This could result in:

- A simple caution or a deferred prosecution agreement
- A penalty fine

If fines remain unpaid then the EIS may take legal proceedings.

Leave of Absence

Head teachers are no longer allowed to authorise any absence which is taken for a family holiday. This was a Government decision and not schools. A parent/carer, with whom the child normally resides, CAN request a LEAVE of ABSENCE.

Should a parent/carer, with whom the child normally resides, consider that they have an 'EXCEPTIONAL CIRCUMSTANCE' that might allow the Headteacher to authorise a leave of absence this must be detailed in writing, in advance, to the Head teacher for consideration. If any leave of absence is not authorised but it is still taken then a referral to the EIS may be made and Penalty Notice could be issued.

The governing body will review each case on an individual basis to decide whether exceptional circumstances apply. Parents will receive a letter informing them of the outcome.

Exceptional circumstances are not specified in the DfE guidance; however advice from the National Association of Head teachers identifies the following possible exceptional circumstances:

- Absences to visit family members are not normally granted during term time if they could be scheduled for holiday periods or outside school hours. Children may however need time to visit seriously ill relatives.
- Absence for a bereavement of a close family member is usually considered an exceptional circumstance but for the funeral service only, not extended leave.
- Absences for important religious observances are often taken into account but only for the ceremony and travelling time, not extended leave.
- Consideration of the needs of the families of service personnel, if they are returning from long operational tours that prevent contact during scheduled holiday time.
- Schools have a duty to make reasonable adjustments for students with special educational needs or disabilities
- Families may need time together to recover from trauma or crisis.

Exclusion

When a child has been excluded from school and there is evidence that the child has been seen in a public place (not on school grounds) within the first six days of exclusion (fixed or permanent) a fixed penalty notice may be issued.

Parents/carers should be aware that additional information about attendance can be found in our attendance policy.

25 Confiscation of Inappropriate Items:

The general power to discipline, enables a member of staff to confiscate and retain pupils' property as long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items,

provided they acted lawfully. Once an item is confiscated, the member of staff will make an effort to keep the property safe. The confiscated item will then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated.

Staff also have the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (incl. lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules (e.g. mobile phones)

Any search will be carried out by in pairs, with a member of the Senior leadership Team present. The search will be recorded and reported to governors. Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies eg Social care Team.

26 Dealing with Inappropriate behaviour of parents, visitors and other adults in school:

Legal Duty (DMBC Law and Governance Department):

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Schools sit on land that belongs to the Diocese so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

27 Complaints

Should there be any complaints about the operation of our behaviour policy, copies of the School's complaints procedure can be sent to parents on request.

28 Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

29 Compilation, approval and review

Shared and agreed by staff	November 2000
Shared and approved by Governors	November 2000
Reviewed with staff	September 200
Updated and shared with staff and governors	March 2010
Updated and shared with staff and governors	March 2011
Updated and shared with staff and governors	January 2014
Updated and shared with staff and governors	January 2016
Updated to include guidance found in 'Valuing all God's children and shared with staff and governors.	June 2016
Updated and shared with staff and governors	September 2020
Updated	Autumn 2022
Updated and shared with staff and governors	March 2025

Appendix I

De-escalation Strategies and DFE guidance

De-escalation strategies

- Use of space
- Stance and posture
- Change of environment
- Grab bag
- Language strategies - verbal, paraverbal & Non-verbal
- Advanced empathy
- Reduce the pressure- I do, we do, you do
- Work station/safe space
- Reference to class rules
- Modelling
- Calm environment
- C.A.L.M—communicate, awareness, assessment, listen and look, make safe
- Distraction
- Reassurance
- Lowering voice/ broken record—'I am here to help.'
- Allowing space
- Humour
- Little challenge/ competition - 'I bet you can't....'
- Planned ignoring
- Time out
- Reminder of what success looks like
- Verbal advice and support
- Showing pictures/ not too many words
- Change of adult/change of face
- Over and above recognition for doing the right thing / noticing a change in behaviour
- Emotion coaching—connect/ empathy
- Remove the class if children are in a potentially dangerous situation

DFE, Use of reasonable force, July 2013

All members of school staff have a legal power to use reasonable force

• *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.*

When can reasonable force be used?

• *Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.*

• *In a school, force is used for two main purposes – to control pupils or to restrain them.*

• *The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.*