

# Christopher Pickering Primary School

## Behaviour Policy

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## 1 Introduction

- 1.1 Christopher Pickering Primary School's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the school. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate.
- 1.2 This policy outlines the high behavioural standards the school expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's [exclusions and suspensions policy, anti-bullying policy, drugs policy], SEND and safeguarding and child protection policy, all of which can be found on the school's website. It will be reviewed annually by the Board of Trustees.

## 2 Aims and Objectives

By setting high standards of expected behaviour, the school aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the School community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

## 3 Application of Policy

- 3.1 This policy applies to all members of the school community. The school uses a Traffic Light System for behaviour. All children start on Green at the start of each day. Parents will be notified when a child is placed on Red for unacceptable behaviour. All behaviour incidents are recorded on CPOMS – which is tracked by the Behaviour Lead. The school will apply sanctions within this policy for behaviour that takes place outside of school's premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
  - 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or School.

## **4 Roles and Responsibilities**

All members of the school community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the School community are set out in detail below.

### **4.1 Trustees**

The Humber Education Trust's Trust Board will work with the CEO to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools.

The Scheme of Delegation, approved by the Trust Board, delegates the following responsibility to each school's Local Governing Body – 'to establish and keep under review school Behaviour Policy for pupils, monitoring the impact.

### **4.2 The Chief Executive Officer**

The CEO will ensure that all schools use the Trust's model policy to establish and keep under review school a Behaviour Policy for pupils (adapted as appropriate), monitoring the impact. The CEO will report back to the Trustees on educational outcomes, behaviour management and support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

### **4.3 Local Governing Body**

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school Head Teacher on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Head Teacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

### **4.4 Head Teacher**

The Head Teacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour

management strategies. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Head Teacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

#### **4.5 Staff**

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the School's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do by being routinely reminded of expectations e.g. assemblies, part of PHSE, discussed as part of pupil induction to the school etc
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole School community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;

- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
  - more frequent engagement with parents;
  - home visits;
  - mentoring and coaching;
  - report cards;
  - time in a pupil support unit;
  - engaging with local partners and agencies to address specific challenges;
  - consideration of whether a multi-agency assessment such as early help of Education Health and Care Plan<sup>1</sup> is required;
  - designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

#### **4.6 Parents**

Parents play an important role in ensuring good behaviour from their children. Parents are expected to sign the Home School Agreement and:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;

- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

#### **4.7 Pupils**

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

#### **5 Rewards**

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

#### **6 Sanctions**

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The school will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- verbal reprimand;
- requiring a written apology;
- confiscation of a pupil's property;
- missing break time;

- extra work or repeating unsatisfactory work until it meets the required standard;
  - loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
  - removal from a class or groups;
  - internal exclusion;
  - detention during lunch time/playtime;
  - regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring;
  - education off-site for a designated period;
  - suspension or permanent exclusion.
- 6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child’s behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The school recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students’ behaviour when necessary. When a sanction is imposed, parents will be informed in writing.
- 6.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school’s safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:
- verbal abuse to staff and others;
  - verbal abuse to pupils;
  - physical abuse to/attack on staff;
  - physical abuse to/attack on pupils;
  - any form of bullying (to the extent not covered above);

- indecent behaviour;
- damage to property;
- gambling on **school** property;
- recording or taking images of pupils or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”;
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules (see Annex).

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal, the pupil will receive continual, supervised education in a suitable environment until a suitable plan is put in place for successful reintegration. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents

should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

## 6.8 Seclusion

In emergency and or exceptional circumstances, it may be necessary to allow a child a space without an adult being physically present in the room with them, in order to keep themselves or others safe. This might be used for a child who has reached crisis and or who may place themselves or others in significant danger, if adults don't take control. In this situation, children must be externally monitored by an adult who can see and hear them at all times. Any use of seclusion, that prevents a child from leaving a room of their own free will, will only be considered in emergency and or exceptional circumstances. In such circumstances where pupils access any form of seclusion, in emergency or exceptional circumstances to maintain safety, parents and carers will be provided with explicit awareness regarding its use. At X school we seek to ensure that we create an open, transparent and collaborative approach between the school, parents and carers and partner agencies in which to support the child in their best interests.

Seclusion: supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the purpose of the containment of severely disturbed behaviour which poses a risk of harm to others.

## 6.9

Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

## 7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The School is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be

to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

7.3 An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the School's special educational needs policy/ SEN Information Report for more information.

7.4 The school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

## **8 Investigating Incidents**

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In primary academies pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 The School uses Close Circuit Television ("CCTV") within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the School's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff

members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

- 8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

## 9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes and bags is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

- 9.2 The Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Head Teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

- 9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

- 9.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

- 9.5 The Head Teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;

- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

- 9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.7 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).
- 9.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Head Teacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- 9.9 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:
- the date, time and location of the search;
  - which pupil was searched;
  - who conducted the search and any other adults or pupils present;
  - what was being searched for;

- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these

## 10 **Mobile Phones and Electronic Devices**

As set out in the academy rules, mobile phones and personal electronic devices must not be brought onto site under any circumstances. Where they are, staff may confiscate or seize the device in accordance with section 9 of this policy.

## 11 **Restrictive interventions including use of reasonable force**

11.1 The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Head Teacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.

11.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time.

11.3 There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

Giving first aid.

Guiding or escorting pupils, such as holding the hand of a pupil when walking around the school or on a school trip.

Comforting a distressed pupil.

Congratulating or praising a pupil, for example a pat on the back or a handshake.

Demonstrating how to use a musical instrument.

Demonstrating exercises or techniques during PE lessons or sports coaching.

- 11.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a pupil or limits their movement, and this may or may not include direct physical contact. The DfE statutory guidance states that holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. This will be avoided where at all possible.
- 11.5 Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:
- Physically obstructing the pupil's way of leaving the place,
  - Securing the place so that the pupil cannot leave it, or
  - Causing the pupil to believe that they will be punished if they leave the place.
- 11.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:
- Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff
  - Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.
  - The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.
- 11.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.
- 11.8 Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The school recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The school will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND pupils and the academy's approach generally, but in the context of restrictive interventions this might include:
- Pupil [behaviour plan and/or pastoral support plan and/or individual provision maps].

Risk assessments.

Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.

Distracting techniques.

11.9 The school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

11.10 Whole-school measures include:

Consideration of how the school and classroom environment can support all pupils to achieve and thrive.

Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.

Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.

Development of working staff-pupil relationships and trust.

Recording and analysing data on the use of restrictive interventions to inform improvement planning.

11.11 Individual approaches could include:

Working closely with parents to support individual pupils

Implementing strategies to support individual pupils based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a pupil has a disability, the school has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers

Giving pupils time, space and strategies to calm down before their behaviour escalates

11.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the school's safeguarding system:

Names of pupils and staff directly involved.

Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.

Time, date, location and approximate duration of the intervention.

A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.

A brief account of why the use of force was assessed as necessary in that instance.

Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

The pupil's account of what happened, as well as any witness accounts.

- 11.13 A report will also be made to parents where there is a significant use of force, apart from where:

It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

- 11.14 A report of the incident made to parents will include the following details as a minimum:

Time, date, location and approximate duration of the intervention.

Brief account of why the intervention was assessed as necessary in that instance.

Brief account of what type of force was applied, and the degree of force.

Details of any physical injuries sustained, if applicable.

- 11.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

Names of pupil and staff directly involved.

Time, date, location and approximate duration of the intervention.

Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.

A brief account of why the intervention was assessed as necessary in that instance.

Details of any physical injuries sustained, if applicable.

Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

- 11.16 Apart from in the circumstances as set out in 11.13, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's [behaviour plan and/or pastoral support plan and/or individual provision maps]. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.
- 11.17 where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.12-11.14 will be used, with parents not needing to be informed twice.
- 11.18 The school will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.
- 11.19 Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.
- 11.20 Staff who are likely to need to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies. The academy will carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible, in accordance with the school's duties under the Health and Safety at Work etc. Act 1974.
- 11.21 The Trust will ensure that the data around the use of force and restrictive interventions is considered by school leaders to ensure there is not a disproportionate use of force in the academy, to identify learning and patterns. and to make improvements to policies and practices.

## 12 **Bullying**

- 12.1 The School will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 12.2 The School wants to make sure that all pupils feel safe at Christopher Pickering and are accepted into the School community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 12.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and the School's anti-bullying strategy is instilled in the School's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

12.4 If an allegation of bullying does come up, the school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Head Teacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

12.5 The school believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the school community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

### 13 **Child-on-Child Abuse**

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

### 14 **Complaints**

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the School's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.



### Annex – Rights and Responsibilities of Pupils and School Rules

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

#### Christopher Pickering Primary School Rules:

Our children have a right to learn, feel safe and be the best we can be, and so our Golden Rules are:

- We act responsibly and respect each other's rights
- We are kind, helpful and polite to everyone
- We follow instructions the first time
- We keep our hands and feet to ourselves
- We walk quietly and sensibly around the school building
- We dress smartly and look after equipment and belongings

At Christopher Pickering our children, staff and school community agree that the following characteristics are ones we most value and want to see developed. We use the acronym '**RESPECT**' to remember our school values of Respectfulness, Enthusiastic, Self-belief, Perseverance, Empathetic, Curious and Tolerance.

**Respectful**: To respect ourselves, other people, our community, the environment and world around us.

**Enthusiastic**: To always try our best, to take one step at a time if necessary and to realise that goals require hard work.

**Self-Belief**: To have confidence in your own abilities or judgements.

**Persevere**: To be able to get up and carry on even when we find things tough and to learn from our mistakes.

**Empathetic**: To be kind to others, be ready to help and support and to listen to others without judgement.

**Curious**: To be inquisitive and eager to find out about the world around them.

**Tolerant**: To respect and enjoy how people are different in many ways.

Alongside our school values, we also promote the British Values as identified by the DFE. A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain.

These key values are:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

## **Appendix 1**

### **Behaviour Checklist for Teachers**

- Carpet places and lining up order.
- Pupil and sensitive information sheets inside cupboard door. Staff aware.
- Golden rules displayed, in pupils' words / pictures.
- Behaviour charts and traffic lights displayed and referred to.
- Behaviour Logs used and followed up if three entries in a half term.
- Parallel praise – praise good behaviour rather than highlighting negative behaviour.
- Visual timetable.
- Reward system in place, which children and staff use consistently.
- Planning available, resources prepared, TAs planned for.
- 'Attention Grabber' used consistently for children's behaviour.
- Smooth transitions – group by group between tables, carpet, lining up.

## Appendix 2 Christopher Pickering Behaviour Descriptors Grid

This grid is aimed at helping all members of our school understand the behaviours expected of pupils. Our expectations are discussed with pupils regularly through assemblies, circle time, and displays around the school.

The good behaviour we expect at Christopher Pickering Primary School	Rewards/Recognition
<p><b>We have a right to learn, feel safe and be the best we can be, and so our Golden Rules are:</b></p> <ul style="list-style-type: none"> <li>• We act responsibly and respect each other's rights</li> <li>• We are kind, helpful and polite to everyone</li> <li>• We follow instructions the first time</li> <li>• We keep our hands and feet to ourselves</li> <li>• We walk quietly and sensibly around the school building</li> <li>• We dress smartly and look after equipment and belongings</li> <li>• We follow the catch it, bin it, kill it rule</li> <li>• We wash our hands frequently to keep ourselves and others safe</li> </ul>	<p>Good behaviour and work is predominantly recognised with Dojo Points.</p>
<p><b>Children are expected to:</b></p> <ul style="list-style-type: none"> <li>• Be polite, respectful and helpful to everyone</li> <li>• Be co-operative in lessons and keen to learn</li> <li>• Listen quietly and know when it is the right time to contribute</li> <li>• Sit sensibly</li> <li>• Be considerate, caring and compassionate towards others</li> <li>• Be honest, trustworthy and carry out responsibilities reliably</li> <li>• Show good sportsmanship</li> <li>• Be responsible, proactive and prepared to 'have a go'</li> <li>• Demonstrate excellent behaviour because it's the 'right thing to do'</li> <li>• Use their initiative in appropriate ways</li> <li>• Work hard to manage conflict</li> <li>• Try to remain calm and patient even when things are difficult</li> <li>• Give a quick positive response to adults' instructions.</li> </ul>	<p>√ Each evening, one pupil from each class will take home a letter or small certificate recognizing good work or good behaviour – Dojo Star of the Day</p> <p>√ All children will work towards receiving Dojo points for good work/behaviour. Each week the highest earners of Dojo points in each class will have a treat decided by each phase at the end of the week and will also take home a certificate.</p> <p>√ A weekly Gold Book assembly in which 'star' pupils (one from each class) receive a certificate stating the reason for the presentation.</p> <p>√ A weekly 'Golden Table' lunchtime where selected pupils join a teacher for lunch to celebrate their good manners and good behaviour.</p> <p>√ Individuals are mentioned in assembly (bravery, special accomplishment, honesty etc.) – in special circumstances parents are informed.</p> <p>√ All children are in an allocated house and children's Dojo points are counted towards their total House Dojos each half term. Children are encouraged to work towards a House end of Half term reward. Houses are based on the theme of famous people from Hull. Wilberforce (Blue) Morley (Red) Sullivan (Yellow) Johnson (Green).</p>

### Appendix 3 Unacceptable Behaviour

- Taking away/impeding other children's rights
- Goading or provoking others and deliberately getting other children into trouble
- Teasing/winding other children up
- Spoiling work
- Being disrespectful
- Not managing temper appropriately
- Disrupting lessons and preventing other children from learning
- Using swear words, racist language or calling other children names which upset them
- Taking others' belongings
- Refusing to follow instructions after positive encouragement and a 'final warning'
- Calling out
- Chasing people when they don't like it
- Hurting others
- Negative peer pressure
- Bringing the school into disrepute
- Spitting (Covid19 Risk Assessment)

#### Sanctions

It must be clear why the sanction is being applied and what changes in behaviour are required to avoid future punishment. It is important that the child understands fully that it is the behaviour that is unacceptable rather than the child as a person.

- √ obviating the need for adults and pupils to enter a dialogue
- √ reducing wasted lesson time
- √ reducing time when the teacher's attention is diverted from the task of teaching
- √ involving parents early so that they can assist the response
- √ in the initial stages, giving pupils a fresh start every day
- √ making children increasingly responsible for their own actions
- √ protecting those who want to work from disruptive influences

#### In one half day:

**We use a 'traffic light' system where every pupil begins in the green circle. The aim for each pupil is to remain in that circle by following the class rules and behaving well. Each pupil receives positive reinforcement and recognition of their good behaviour by knowing that they are in the green circle.**

#### First unacceptable behaviour / work:

- Final Warning
- Pupil given the reason
- No dialogue is entered into.

**Second unacceptable behaviour / work:**

- Pupil's name is pupil's name written in the amber circle)
- Pupil is given the reason
- No dialogue is entered into
- Five minutes loss of playtime with the teacher in the classroom.

**Third unacceptable behaviour/ work:**

- Pupil's name is written in the red circle
- Pupil is given the reason
- No dialogue entered into
- Pupil spends playtime in 'Time Out' in the POD.
- Pupil's name is entered into the class teacher's Behaviour Log
- Pupils complete reflection sheet.

**Fourth unacceptable behaviour / work:**

- If the behaviour continues during that day, the pupil is removed to the Phase Leader or agreed phase teacher and stays for no more than the remaining half of the day. Parents will be informed. If this happens twice, in one-half term, the school may use this as a trigger for an Individual Behaviour Plan.

The child is always given the opportunity to retrieve the situation by behaving well and, after discussion with the teacher, the child's name may be moved back into the preceding circle, e.g. from amber to green thereby reinforcing the positive change in behaviour. However, when a red circle has been reached the child must carry out their Time Out for this either the existing day (if incident happens before playtime) or the next day's playtime if the incident happens within the second session of the morning or the afternoon. **The child will always start the next day, however, on the green circle.**

If the child has been in the Time Out Area three times within one-half term, parents receive a phone call to discuss the problem with class teacher, in order to arrive at a mutually satisfactory solution. Parents will be invited into school for a meeting with the phase leader after the child has been in Time Out on 6 occasions.

**In certain circumstances, such as serious misbehaviour or dangerous conduct,** the teacher may use their discretion in missing out intermediate steps from the above process.

The child will then be sent to the time out room where a member of the senior team will supervise their work. The child will then return to class.

**When individual pupils continually abuse the above system, or in certain circumstances, discussed with the parent, the following monitoring procedures are put into place:**

The teacher discusses with the parents (and possibly the Special Education Needs Co-ordinator or other senior member of staff) the reasons for unacceptable work or circumstances of bad behaviour. These staff will discuss whether levels of differentiation and / or expectations are appropriate and if so, decide action as follows:

**a) Informal Monitoring 1**

- Certain targets for behaviour and rewards are agreed – Phase leader involved.
- Responsibilities Chart given to child.

- Parents are involved and sign the Responsibilities Chart daily.
- Teachers meet regularly to discuss progress.
- If successful, school gives agreed reward, monitoring is discontinued after an agreed period of good behaviour.

**b) Formal monitoring**

- This is used when (a) is ineffective- Head involved.
- Individually tailored targets to be monitored at each session.
- Child to report to Head at the end of each day.
- Head to maintain contact with parents. Parents involved in longer term rewards.
- If successful, school and parents give agreed reward.
- An Individual Behaviour Plan is considered.

**c) Isolation**

- This is usually to be used when the above strategies are ineffective or in severe cases of unacceptable behaviour, but may be used for severe breaches of the school rules.

**d) Involvement with external agencies 2**

- This is used when all the above measure have broken down.
- Advice may be sought from one or a number of agencies.

**e) Temporary Exclusion**

- This is used when the above procedures have been ineffective, a pupil is continuing to breach the Good Behaviour expectations, when a pupil has been violent **or** when it is considered the pupil and / or parents need a breathing space, a period of reflection **or** to benefit the other pupils when their education is being disrupted.
- Children at risk of exclusion will have a Pastoral Support Plan (PSP) put in place.

**f) Permanent Exclusion**

- For serious assault, repeated serious theft, repeated / serious bullying, vandalism / attempted vandalism.
- When relationships have broken down to the extent that the pupil repeatedly and on a number of occasions refuses to do as asked by staff.
- When the education of others is constantly disrupted.
- When it is felt that the presence of the pupil on the premises poses a threat to themselves or to others.
- When it is felt that the presence of the pupil on the premises causes other pupils to feel intimidated.
- For deliberate assaults on members of staff.
- For sexual assaults.

- Only the Headteacher has the power to exclude a pupil
- All exclusions are communicated in writing to the parent / carer, the LEA, relevant external agencies and the Chair of Governors
- The written communication explains:
  - The reasons for excluding the pupil

- The length of the exclusion
- The parents' rights to make representations to the LEA / Governing Body about the exclusion.

We do all in our power to retain pupils and deal in positive ways with the misbehaviour that is causing concern.

Work is always set for the pupil and followed up on his/her return.

A back to school meeting is held with the Deputy Head on the first day following an exclusion.

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1 These steps are linked to a reward system, usually agreed between parents and school.

2 Other agencies include S.E.N.S.S., Educational Psychological Service, various medical centres, Child and Family Unit, White House Unit, Special Schools/ Units etc.

### **Serious or Persistent Misbehaviour:**

When pupils are long term, low-key disruptives, who display serious unacceptable behaviour or disaffected behaviour then the behaviour is monitored.

These records of misbehaviour will

- ◆ allow us to show external agencies of our need for intervention
- ◆ assist us in identifying triggers or patterns of misbehaviour in order to assist the pupil to improve
- ◆ focus on the specific type of behaviour displayed
- ◆ build a database which external agencies can use to assist the pupil
- ◆ allow us to monitor the effectiveness of strategies employed.

**In cases of serious misconduct** the following strategies are used, in conjunction with strategies from a) to f) on page 13-14.

#### **Bullying** (usually not isolated assaults or acts of retaliation)

The Headteacher is informed and the school invokes its Anti Bullying policy.

#### **Theft**

The Headteacher is informed who in turn informs the parents. In serious cases the pupil is excluded for a fixed period. The school reserves the right to involve the Police.

#### **Other serious misconduct** (i.e. vandalism, serious untruths)

As above. The school reserves the right to involve the Police. The school may seek to recover the cost of deliberate acts of vandalism / damage.

#### **Deliberate assaults on staff / serious or persistent assaults on pupils**

As above. The pupil is excluded for a fixed period unless there are exceptional circumstances (such as the pupil not being mature enough to understand the consequences of their own actions).

Permanent exclusion will be considered; especially if there have been previous incidents.

The Chair of Governors is informed (and, if appropriate, the Health and Safety Executive and the Local Education Authority).

**Note:**

**It is important to record that the vast majority of pupils at Christopher Pickering Primary School are well behaved, polite, considerate and caring children.**