

# Coalbrookdale & Ironbridge C.E. Primary School



## **Policy:** **Behaviour**

Last Review: Autumn 2023

Responsible: M. Dhaliwal (Headteacher)

Review Date: Autumn 2024

## **Introduction and Aims**

At Coalbrookdale and Ironbridge CE Primary school, we aim to provide a safe, welcoming and inclusive learning environment where all children are treated as individuals, are valued and can be successful. Our behaviour policy will provide a consistent approach across the school which all children know and understand. We believe that every child can achieve, and we aim to create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

## **School Vision and Values**

Jesus said, "I have come that they may have life in all its fullness," John 10:10. We therefore aspire to live up to our Christian vision of "**living life in all its fullness**", for all of our children, staff, and the whole school community.

We seek to fulfil our vision by promoting the Christian values of **Compassion, Perseverance, Respect, Responsibility** and **Trust**. We believe these Christian values help to prepare our children for a successful and fulfilling life.

### **Compassion**

We believe every child is unique and valued by God. Children learn how to show empathy, be kind to themselves, others and help those in need.

### **Perseverance**

We aspire to deliver a rich, creative, and stimulating curriculum that inspires all to overcome obstacles and achieve their potential through confidence and resilience.

### **Respect**

We aspire to be a school with a culture of inclusivity and opportunity for all; respecting and valuing every individual and our natural and historic environment, through both words and deeds.

### **Responsibility**

We promote responsibility by encouraging our children and each member of our school community to be confident, capable, considerate individuals.

### **Trust**

We foster collaborative relationships between children, families, carers, staff and governors, trusting one another, and behaving with integrity in pursuit of our common aims for all our children.

## School Aims

Everyone has a right to feel safe at school.

- At Coalbrookdale & Ironbridge CE Primary School, the staff are committed to ensuring that every child is protected from harm.
- We recognise that behaviour can be a form of communication.
- Everyone is of equal value and will be valued equally regardless of whether they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
- It is everyone's responsibility to help make our school a happy place where everyone can be successful.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn. Everyone is responsible for his/her own behaviour.
- Our expectations are for good behaviour.
- Good behaviour will be celebrated and rewarded.
- The education of the majority of children will be protected from disruption by a minority who are demonstrating unacceptable behaviour.
- Unacceptable behaviour will be met with consequences.
- Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.
- We have rules in our school because they provide a code about working and being together.

## Staff Responsibilities

- We value our relationships with children and their families
- We strive to understand the function behind a child's behaviour
- We model positive behaviours and build relationships with pupils and staff
- We always give children a fresh start as required
- We ensure that we support and implement the agreed whole school approaches (e.g., emotion coaching/emotional wellbeing and behaviour support plans)
- We use positive language in our daily routine
- We meet and greet at the door and when passing others in school
- We refer to the school BeSMART Behaviour Code
- We plan lessons that engage, challenge and meet the needs of all learners
- We never ignore or walk past learners who are behaving in a way that steps outside the rules or expectations.

## Behaviour Expectations

We **expect everyone** in our school to:

- have high expectations of behaviour
- show respect to each other
- develop an increasingly sound understanding of right and wrong
- co-operate and work together
- recognise the achievements of others
- be reliable, trustworthy and responsible
- always behave in a safe manner

- respect the school's environment and belongings
- take care of their own belongings and those of other children
- always be courteous and well-mannered
- show by their behaviour that they value the school community
- treat others as we would like to be treated

### Rules

Our Be-SMART Code of Conduct underpins our aims and values, with rules kept to a minimum and presented in a positive way. Expectations are clearly explained and reinforced formally and informally so that children understand why they are important:

- ✓ For reasons of safety
- ✓ Respect for others and their property
- ✓ For the smooth running of our school

### Our Be-SMART Code (Appendix A)



### Our rules will:

- ensure that everyone can learn, enjoy and achieve
- help make everyone feel valued and safe
- protect the learning environment
- protect the possessions of others
- help everyone to understand about expected behaviour
- set the boundaries for acceptable behaviour
- where rules are not followed, children will understand that there are consequences for all actions

## Promoting Good Behaviour

Good behaviour is helped when everyone remembers to do what is expected of them:

- Staff praise children when they see good behaviour
- Staff focus on the positive behaviour they see
- Staff tell children clearly what is expected of them
- Children remember what is expected of them
- School and classroom rules are consistent, fair, and kept by all
- Rules are regularly reviewed with staff and children together
- Coaching strategies are used to support pupils; these strategies help pupils to change patterns of behaviour and beliefs
- Responsibilities, expectations, and activities are matched to individual's age, needs and development
- Staff regularly inform parents/carers of good behaviour or achievement
- When children have worked hard on a task and produced excellent work this is displayed as an example for all
- In Jigsaw and RE lessons, children are taught the reasons why good behaviour is essential in our society and how negative behaviour can spoil the lives of others and restrict their own life opportunities
- In collective worship, children are encouraged to think about others
- In all subjects, children are taught the skills of resourcefulness, reciprocity, resilience, and reflectiveness

## School Rewards

A child's efforts to behave well are part of their overall attitude to school. Recognition of this by adults gives a boost to their confidence, self-esteem, and self-belief.

Our aim is to praise children for their efforts and to develop self-motivated learners who feel good about themselves and their achievements.

Everyone in school aims to **positively praise** children for their excellent behaviour and work. This will encourage motivation to learn, team spirit and improve morale so children will naturally feel good about themselves from the praise they receive for achievement in school. We believe that good behaviour should be consistently rewarded:

- Praise and encouragement – lots of WELL DONEs from everyone
- Head Teacher, DHT, AHT and Class Teacher stickers
- Winning the BeSMART trophy for whole class reward
- Whole Class Rewards - Rainbow and Platinum points
- Achievement Assembly 'Star of the Week' nomination for each class
- Star of the Day nominations
- Winning the 'Highest Class Attendance' trophy
- Headteacher postcards
- Phone calls home
- Visit to Headteacher
- Recognition discussion with parent/carer at pickup at end of day

Each teacher is expected to keep a Rewards Log which monitors and tracks the rewards children receive. Teachers are then able to monitor the rewards received by each child across the term.

The rewards system is designed to reduce our personal bias, frustrations and judgements regarding behaviour. We must have higher expectations – we must believe that we can support children with kindness and nurturing – otherwise we make quite unfair judgements about vulnerable children.

High expectation does not mean we expect perfection - it means we expect the children to make mistakes but to develop the capacity to learn from these mistakes and improve over time.

### **Key Principles**

Central to how we manage behaviour are the three main elements:

#### **1. Secure attachment**

A secure attachment bond ensures that children will feel safe, understood, and be calm enough to experience optimal development of his or her nervous system. Your child's developing brain organises itself to provide your child with the best foundation for life: a feeling of safety that results in eagerness to learn, healthy self-awareness, trust, and empathy.

A secure attachment bond will meet your child's need for security, understanding, and calm, allowing the child's developing brain to organise itself in the best ways.

#### **2. Self-esteem**

Healthy self-esteem is based on our ability to assess ourselves accurately and still be accepting of who we are. This means being able to acknowledge our strengths and weaknesses (we all have them!) and at the same time recognise that we are worthy and worthwhile.

#### **3. Emotional development**

Emotional 'literacy' implies an expanded responsibility for schools in helping to socialise children.

Our ethos revolves around awareness, understanding, and consideration of others' needs, compassion, equality, tolerance, and inclusion. Acceptable standards of behaviour are those which reflect these principles. The problem with strict boundaries and rigid rules is that they place too much responsibility on external factors. The child is not controlling themselves but is being controlled.

We feel that children need to learn how to control their own emotions and behaviours to develop into good citizens. For this reason, **we must allow for behavioural mistakes, we must have room for trial and error.** Some days it will be 2 steps forward and 3 steps back. We must turn this on its head and realise that the child has the potential to go two steps forward. **We stay focused on the forward steps as that will be the most effective way of helping that child move forward.**

We believe self-management of behaviour is a far more effective way to embed behavioural change. **Our behaviour system enables staff to clearly separate behaviour from child. It is important that children feel liked and cared for. Our aim is to “catch them getting it right” – in order to help the child to develop a positive self-image.**

### **Being Curious**

At our school, we view all behaviour as communication. In response to behaviour incidents, we will use the tracking system to allow a structured response to behaviour. Alongside this, we will use strategies to help us dig down into the behaviour and identify the underlying needs in order to work to meet these as far as possible.

In investigating possible causes of, or needs underlying behaviour, we may use the following approaches:

- Capture pupil voice, ensuring they are in a connected space first.
- Work with parents and carers to investigate any potential health needs.
- Work with parents and carers to discuss any changes or circumstances at home that may impact on behaviour in school.
- Investigate any underlying learning needs to ensure our young people can access the curriculum being taught.
- Use of Strength and Difficulties questionnaires, Boxall Profiles and Behaviour Level Descriptors.
- Use of Behaviour and Consequences charts to spot patterns in behaviour, help identify functions of behaviour and potential setting events or triggers.
- Looking at exceptions – what happens when things are going right?
- Holding professional meetings, solution focused sessions to dig down into underlying need.

### **Adaptation**

We will adapt our behaviour policy as appropriate to the needs of all children within our school setting, in line with the Equality Act (2010). For some students this approach will require an individualised emotional regulation approach which may include emotion coaching, behaviour support and well-being plans. It is our aim to inform parents/carers at the beginning of each year about this differentiated approach in order for them to understand that “being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity)”.

Children have a wide range of individual needs which change over time. As such, children require a flexible approach within an overall structure of consistency. Whilst we envisage that our behavioural approach will be effective for the majority of children at Coalbrookdale, some children will require extra support in order for us to ensure an equitable school environment.

A graduated response to behaviour allows staff to support children according to their current level of need. Decisions about the level of support required will always be made in consultation with the child, their parents/carers and external professionals as appropriate. An example of a behaviour and wellbeing plan can be found in Appendix C.

### Behaviour Support Systems





To ensure that all children are following the Be-SMART Code, all staff in school adhere to the following behaviour support systems.

#### Reception and Year 1



In Reception and Year 1, we will use the Sunshine, Cloud and Thunder Cloud system for reinforcing good behaviour.

Displayed on the wall in each classroom is a 'Super Sunshine' banner and card holder which allows all adults in school to monitor the behaviour of each child.

The children are given different pictorial cards, depending on their behaviour:

	<p><b>Super Sunshine</b> All children will start the day on a Super Sunshine card.</p>
	<p><b>Rainbow</b> Awarded for excellent behaviour or excellent progress with their work, their Sunshine card will be replaced with a Rainbow card. Parents will be informed by the class teacher when this happens, so that they can share in this achievement.</p>
	<p><b>Stop and Think</b> An opportunity to think about any low-level behaviours which are falling below the level expected for the BeSMART code. This will first be a verbal reminder, with reference to the BeSMART Code. Following this, a Stop and Think card will be given.</p>
	<p><b>Cloud</b> A warning</p>





	Discussion class teacher will take place to understand the reason behind the behaviour. Strategies may also be implemented at this stage to support the child.
	<p><b>2<sup>nd</sup> Cloud</b></p> <p>If the behaviour persists, a 2<sup>nd</sup> cloud card will be given. As a result, the child will lose a privilege. This could be 5 minutes time out or missing part of break or lunchtime or the consequence will reflect children's specific needs. The child's class teacher will also inform the child's parent at the end of the day.</p>
	<p><b>Thunderstorm</b></p> <p>If poor behaviour continues or for an incident of a more serious nature (see list of unacceptable behaviours) the child will then receive a Thundercloud card. This will result in the child having time out of the classroom, being referred to the DHT, AHT or Headteacher and the parents will be made aware via a phone call, home school communication book or in person at the end of the day by the class teacher.</p> <p>If a child's behaviour does not improve and they are repeatedly receiving thunder cloud cards, the child will be sent to Mrs Dhaliwal and a meeting will be arranged with parents to identify reasons for behaviour and ways forward. The SENDCo and class teacher will also be invited to attend this meeting.</p>





### Year 2 to Year 6

From Year 2, the children will follow the behaviour system that is used across the rest of the school - It's Good to be Green!

This behaviour system follows a similar privilege, warning and consequence model, using a more grown-up approach. Displayed on the wall in each classroom is a 'Good to be Green' banner and card holder which allows all adults in school to monitor the behaviour of each child.

The children are given different coloured cards, depending on their behaviour:

	<p><b>Good to be Green card</b></p> <p>All children will start the day on a Good to be Green card.</p>
	<p><b>Platinum Award</b></p> <p>Awarded for excellent behaviour or excellent progress in their work. Parents will be informed by the class teacher when this happens, so that they can share in this achievement.</p>

	<p><b>Stop and Think</b> An opportunity to think about any low-level behaviours which are falling below the level expected for the BeSMART code. This will first be a verbal reminder, with reference to the BeSMART Code. Following this, a Stop and Think card will be given.</p>
	<p><b>Warning</b> A warning Discussion class teacher will take place to understand the reason behind the behaviour. Strategies may also be implemented at this stage to support the child.</p>
	<p><b>2<sup>nd</sup> Warning</b> If the behaviour persists, a 2<sup>nd</sup> cloud card will be given. As a result, the child will lose a privilege. This could be 5 minutes time out or missing part of break or lunchtime or the consequence will reflect children's specific needs. The child's class teacher may also inform the child's parent.</p>
	<p><b>Consequence</b> If poor behaviour continues or for an incident of a more serious nature (see list of unacceptable behaviours) the child will then receive a Consequence card. This will result in the child having time out of the classroom, being referred to the DHT, AHT or Headteacher and the parents will be made aware via a phone call, home school communication book or in person at the end of the day by the class teacher.</p> <p>If a child's behaviour does not improve and they are repeatedly receiving thunder cloud cards, the child will be sent to Mrs Dhaliwal and a meeting will be arranged with parents to identify reasons for behaviour and ways forward. The SENDCo and class teacher will also be invited to attend this meeting.</p>

### Collective Class Rewards – Rainbow or Platinum Points

We believe in using the school's Christian values and BeSMART Code as classroom expectations which establish a sense of community. Through the adherence of BeSMART Code, children are rewarded as a collective group through a system called 'Rainbow Points' (Rec & Year 1) or 'Platinum Points' (Year 2-6). When the teacher believes that they have witnessed the whole class achieve a BeSMART rule or school value rule, a Rainbow or Platinum point is awarded to the whole class.

- One point is equal to one minute of free time for the class.
- As these points build up, so do the minutes which can then be traded for an activity of choice by the class.
- Points can be rolled over to next day, for instance, if the class have only gained 4 points on a Monday, the teacher may suggest that they rollover these points to Tuesday, so children have the chance to gain more minutes.
- Points should not exceed 15 minutes for a day.

- A visual record is kept at the front of the class, so the children are aware of how many points have been awarded. Points are presented as a tally.
- Children are not refused their Rainbow or Platinum Time activity due to individual undesired behaviour. As they have been awarded the point with the class as a collective, the reward is given.
- Individual misbehaviour is dealt with on an individual basis, following the Sunshine or Good to be Green chart. This method not only reinforces positive behaviour but also builds a culture of shared responsibility.
- The use of this time is also used as a tool to manage behaviour concerns or provide timeout sessions before they escalate.

Example: The class has built up 10 minutes of Platinum Points. It is 2pm and the class are moving on to the next subject lesson. However, a particular child is showing signs of losing engagement and based on the teachers' knowledge of this child, they identify that this is usually an initial sign of total disengagement, followed by misbehaviour. Therefore, through positive encouragement, the teacher explains to the whole class that they are free to use their Platinum Points before the start of the next lesson. The short break has positively reinforced the previous good behaviour from the class. The child mentioned is now feeling more positive because they have just completed a task of choice and is ready for the next task. Finally, the class are encouraged by the class teacher to start to build the next set of points.

*Positivity is the overarching factor.*

### **Rainbow or Platinum Points Activities**

Teachers should discuss with children their preferences of reward activities.

This choice allows the children to feel in control and encouraged to gain their points.

Some activities include:

- outside play
- tyre park
- arts and crafts
- board games
- music
- iPads/laptops

### **Unacceptable Behaviour**

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and supported following all incidents so that they are able to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation.

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category.

In these instances, they will normally be disciplined by a sanction.

Such behaviours include the following:

- disrupting other children's learning

- violent behaviour or hurting others
- deliberate offensive language (including racial abuse)
- deliberate rudeness
- name calling
- vandalism
- disregard for school rules and procedure
- theft
- bullying
- sexual harassment
- drug-related behaviour
- carrying a weapon
- refusing to carry out instructions
- spitting or coughing at people deliberately

All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to child-on-child abuse. Please see **Child-on-Child abuse policy**.

If a child's behaviour falls into any of the above categories, then staff will complete concerns log on CPOMs, describing their involvement and what the consequences of the behaviour were. It may be that a communication is sent home to parents detailing the types of behaviour. If the behaviour continues, then further communication is sent to parents or a telephone call is made, asking them to make an appointment to see the Deputy Headteacher, Assistant Headteacher or Headteacher. Dependent on the nature of the behaviour, parents may be called into school immediately.

### **Challenging Behaviour**

Although we understand everyone has bad days at times, there must be consequences if children do not follow the BeSMART code.

Behaviour is dealt with immediately (in a non-confrontational manner). The whole school team (teachers, teaching assistants, lunch supervisors, admin and caretaking) are actively involved in praising positives and supporting behaviour improvement. We recognise that positive language plays a key role in maintaining positive behaviour expectations and ensures safe and secure relationships between adults and children (**Appendix B**).

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

- Initially, the child will be dealt with using the behaviour systems previously mentioned: Stop and Think, Yellow and Red Cards for KS2 and the Rain and Thunder Cloud for KS1.

The child will be given an appropriate and personalised consequence.

- If poor behaviour continues and more than one red card/thundercloud is received, the child will be removed from the classroom to have 'Time Out'. This could be in with the Deputy Headteacher, Assistant Headteacher, or the Headteacher. Following this the child might be put on a Behaviour Support Plan, where strategies to support the child are put in place. Behaviour will be monitored daily by the class teacher and other adults, and this will be shared with the Deputy Headteacher or Headteacher and parents at the end of each day.

- A 'Time Out' system also runs at lunchtime. If the BeSMART code is not followed on the playground, then the lunchtime supervisors will bring the child involved into school to see Mrs Dhaliwal, Mr Wheeler or Mrs Postance. The child's name and actions will then be logged into the 'Time Out' book and the child will remain in school with an identified adult to discuss the behaviour.

- After time out to think, there are chances for the children to apologise and shake hands, make friends and be positive again. This will provide a time to talk and come up with alternative ways of solving problems are sometimes used for children who consistently forget to use the BeSMART code.

- In extreme cases, poor behaviour may lead to an internal exclusion, temporary suspension or permanent exclusion - but this is of course only a last resort and will always be avoided where possible.

Parents will always be made aware if their child has not behaved appropriately in school. It is extremely important that parents support us with the sanctions their child might be given as this can have huge impact on the child's behaviour in the future.

### **Behaviour Support Plans**

We recognise that there may be instances where children may need focused intervention and support in behaviour. The expectations for behaviour and strategies used which are set out in this policy will be implemented, alongside a Behaviour Support Plan (BPS). This will be designed to help school understand and manage the behaviour of individuals, so everyone in the school environment, feels more comfortable and is able to be more productive in supporting a child's behaviour.

A BSP may contain types of strategies that may be used to ensure the child is feeling comfortable and their needs are being met. These are called proactive strategies and are designed to try and limit challenging behaviour. They may include:

- looking for triggers
- ensuring the learning environment is appropriate - not too loud or too bright

- helping the child have the communication skills they need to express themselves
- having a routine in place
- ensuring boundaries are understood and respected.

A BSP may also feature reactive strategies, which are designed to help school adults understand how to respond to disruptive behaviour. These may include things like:

- reminding the child of what is expected of them
- distracting the child
- removing the trigger

Parental/carer engagement and involvement is crucial when addressing and planning support for a child.

The Behaviour Support Plan will be created alongside the Headteacher and/or SENDCo, class teacher, child and the child's parents/carers. At this meeting, a review date will be confirmed with monitoring of the plan scheduled for the Deputy Headteacher/SENDCo, class teacher or Headteacher.

### **Recording Behaviour Incidents**

All behaviour incidents should be logged as soon as possible (lunch/end of the day) using CPOMs.

Behaviour logs are not for low level disruption unless it is on-going.

All incidents should include the action(s) already taken by the class team.

Incidents should be included which detail as much information about the incident as possible. The report should include:

- The context (where in school? which class? which lesson? what time?)
- Adults and their involvement (what did they say, what did they do?)
- What happened **before** the incident occurred. (What aspects of the behaviour script were followed before the incident took place? How did the child react to these? The amount of time the behaviour script was used?)
- What happened **during** the incident? (What did the child do? How did adults react to the child? What was said by the child? What was said by adults? How did this impact the child's behaviour?)
- What happened **after** the incident? (How was the child supported? What aspects of the behaviour script were used? What restorative justice took place? How did the child react to the adults and what was the child's response? How long did this conversation last?)

If a hold has been performed on a child, this **MUST** be logged on CPOMS with clear and concise detail of the above.

All incidents should include alerts to other relevant staff eg, Teacher, TA, SLT

Where immediate action may be required, behaviour incidents **MUST** be reported verbally to the class teacher or if necessary, a member of SLT.

A witness statement may need to be completed and uploaded to CPOMs.

All incidents are monitored by the Leadership Team and further actions will be added as required.

The Headteacher and DSLs will monitor the information included in logs and may ask staff to include further information if required.

### **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve. All staff and governors are aware of the Equality Act and are aware of their responsibilities in respect to this. There is a Bullying and a Racist incident book kept in the Headteacher's office used to support children's understanding of the serious nature of both offences. Incidents are recorded on incident logs and collated on the Contextual Information Summary (CIS) report.

We acknowledge that some children will require a more personalised approach in behaviour management due to their specific needs and this will be designed alongside the child, teacher, SENDCo and parents/carers.

### **Homophobic and Transphobic Bullying**

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

### **Risk Assessment**

Safety is always our prime consideration: neither children nor staff must be placed in situations that expose them to an unacceptable level of risk. We constantly monitor and assess children's behaviour and our responses to them, ensuring that they have appropriate levels of supervision and are always striving to find the most effective ways to reduce and manage potential risk.

If a child becomes angry and leaves the site alone, a member of staff will follow at a distance and at no more than a brisk walking space; running after them could jeopardise the child's safety. This enables us to supervise the child until they have calmed down and are able to return. If they refuse to return, the police will be called.

We simultaneously operate a policy of inclusion. To maximize our children's learning opportunities, we manage potential risk so that we can involve them in all educational opportunities. The process for children to take part in educational visits is one of continued risk assessment and involves careful planning.

If we become aware that a child is at risk because of issues outside the school, we follow Telford and Wrekin procedure.

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

### **Physical Intervention and the use of 'Reasonable Force'**

The use of physical intervention is rare and is, wherever possible, avoided. There may be occasions where the use of physical restraint is necessary. Any intervention used will always be minimal and in proportion to the circumstances of the incident. Physical intervention will be undertaken by staff trained with Management of Actual or Potential Aggression (MAPA) techniques, except where there is immediate danger of harm, when all staff have the right to use reasonable force.

### **Types of incidents that may warrant physical intervention:**

The incidents fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury to an adult or child
2. Where there is a developing risk of injury or significant damage to property
3. Where a child is behaving in a way that is could cause disorder

### **Examples of situations, which fall within one of the first two categories are:**

- a child attacks a member of staff, or another pupil;
- pupils are fighting;
- a child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a child is causing, or at risk of causing, injury or damage by accident, rough play, or by misuse of dangerous materials or objects;
- a child absconds from a class or tries to leave school (NB: this will only apply if a pupil could be at risk if not kept in the classroom or at school).

### **Examples of situations which fall into the third category are:**

- a child is behaving in a way that is seriously threatening the Health and Safety of staff or children in the classroom

### **Searching Children and Confiscation**



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

If a member of staff suspects that a child is in possession of a prohibited object, the child may be searched.

- This search should be conducted by the Headteacher, or a member of staff authorised by the Headteacher.
- The search should be conducted by the same gender as the child, and with another adult (where possible of the same gender).
- Before any search is undertaken consent will be sought from children. If consent is refused, the child will be asked to say why he/she has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances, will warrant a sanction.
- Where there is suspicion of knives or weapons, alcohol, illegal drugs, or stolen items (referred to in the legislation as “prohibited items”), the child may be searched without their consent. Advice should be sought from the Headteacher if this is the case.
- Searching the child’s possessions includes searching a child’s goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.
- When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police.
- It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual pupil’s parents/carers or guardians will be contacted.
- Regular searches may take place for identified children. This will be discussed with parents including the reasons for doing so.

**Power to Search Without Consent for “Prohibited Items” including:**

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

We will always aim to inform parents/carers if we have to search their child.

### **Pastoral Care for School Staff**

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Revocation of Parents' Licence to Enter the School**

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

#### Outside Agency Support

- BeeU (CAMHS)
- Virtual Schools
- Behaviour Support Service
- Support from LA
- Family and Education Support Worker
- Early help support practitioners

### **Developing the Partnership**

Positive behaviour is the shared responsibility of children, parents, carers, and the teaching team - partnership is vital. Parents are actively involved in both supporting behaviour and being kept aware of their child's behaviour by discussions with school staff, Home-School Link Books, SENDCo liaison, meetings at school and telephone calls or text messages if needed.

The Headteacher will work in partnership with other agencies e.g. the police, when deemed beneficial. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour. On some occasions, continuous poor behaviour of pupils may require that staff attend the Fair Access Panel to discuss concerns with a panel of Local Authority representatives. This could result in additional support being gained e.g. Outreach worker support.

### **Further Reading and Guidance**

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Behaviour and discipline in schools: guide for governing bodies - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[School behaviour and attendance: parental responsibility measures - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Advice for parents and carers on cyberbullying \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/searching-screening-and-confiscation-at-school)

[Protecting children from radicalisation: the prevent duty - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/protecting-children-from-radicalisation-the-prevent-duty)

[Permanent exclusions and suspensions in England: autumn term 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/permanent-exclusions-and-suspensions-in-england-autumn-term-2021-to-2022)

[Drugs: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/drugs-advice-for-schools)

**Appendix A: Our BeSMART Code**



Coalbrookdale & Ironbridge  
CE Primary School

## Our **Be-SMART** Code

- ★ **B**ehave well
- ★ **S**peak politely and listen carefully
- ★ **M**ake school enjoyable for everyone
- ★ **A**ct safely
- ★ **R**espect and care for others
- ★ **T**ell someone your worries



*'Living life in all its fullness'*

<b>Our Vision</b>
<b>“Living life in all its fulness.”</b>
<b>Our Values</b>
Compassion Perseverance Respect Responsibility Trust

<b>Adult Behaviour</b>	<b>Remember</b>	<b>Relentless Routines</b>
Calm Consistent Positive Empathetic Reflective	‘Engage, don’t enrage’ ‘Connection before correction’ ‘The 3 R’s: Regulate, Relate and Reason	‘Wonderful walking’ ‘Lovely lining up’ ‘Magnet eyes’ ‘My turn, your turn’ ‘Turn to your partner’ ‘Silent stop cue (hand)

<b>Positive Reinforcement</b> <b>Remember...first attention for best behaviour</b>	
<b>Scripted Responses</b>	
Make sure you say the child’s name to gain their attention before using any of the following dialogue:	
<ul style="list-style-type: none"> <li>- “Well done! You were ready for learning because...”</li> <li>- “I’m pleased that you are showing respect by...”</li> <li>- “I am pleased to see you walking safely around school.”</li> <li>- “I’m proud of you. You didn’t give up even though it was difficult – you rose to the challenge and persevered.”</li> <li>- “I am so pleased that you showed resilience. Now you can...”</li> </ul>	<ul style="list-style-type: none"> <li>- I understand...(that you are angry/cross/upset)</li> <li>- I need you to... (come with me so we can sort this out properly)</li> <li>- Maybe you are right... (maybe we need to speak with them too)</li> <li>- I’ve often thought the same...(but we need to focus on...)</li> <li>- That may be so but (I need you to...)</li> <li>- I hear what you’re saying...(I know it’s not easy but I know you can do it.”</li> </ul>

<b>Follow-Up</b>
<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time...and now?</li> <li>3. How did this make people feel, including you?</li> <li>4. Who has been affected and how?</li> <li>5. What can we do now to put things right...and in the future?</li> </ol>

### **Appendix C – Behaviour and Wellbeing Individual Plan**

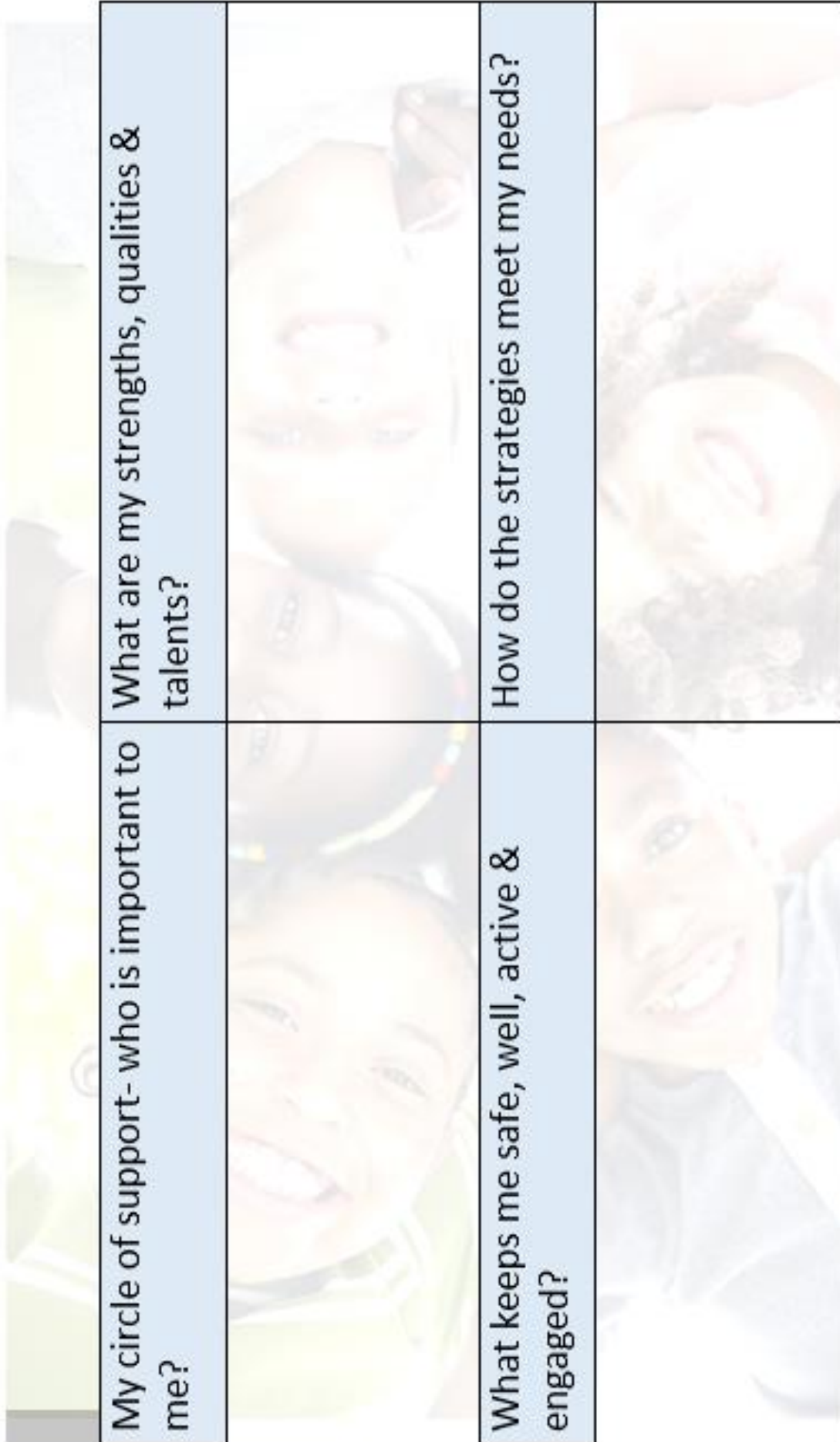
# My wellbeing safety support plan.

Behaviour Support Intervention.




Name.....

School.....





Date.....

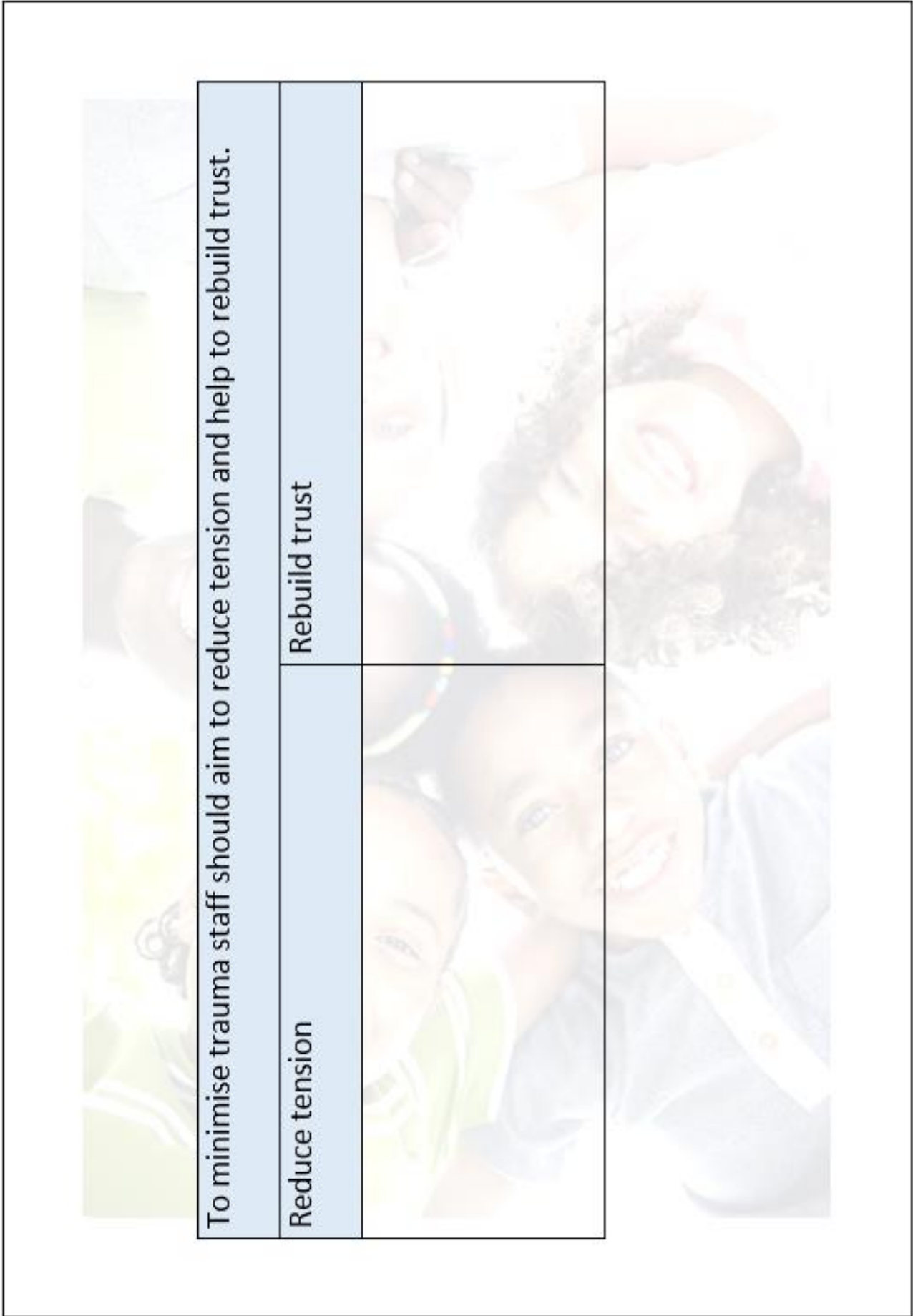


<p><b>My circle of support- who is important to me?</b></p>	<p><b>What are my strengths, qualities &amp; talents?</b></p>
<p><b>What keeps me safe, well, active &amp; engaged?</b></p>	<p><b>How do the strategies meet my needs?</b></p>

<p>What triggers accelerate my behaviour?</p>	
<p>When I am feeling anxious I will...</p>	<p>When I am feeling <u>anxious</u> I want the adult/adults to...</p> 
<p>When I am feeling defensive I will...</p>	<p>The adults around me will...</p> 



<b>When I am in a <u>crisis</u> I may have the potential to cause immediate risk to myself or others.</b>	
<b>My risk behaviours are...</b>	<b>Level of risk to others are...</b>
	
<b>My preferred responses are...</b>	<b>If adults do need to use safe guidance to keep me safe, I would like them to...</b>
	



<b>To minimise trauma staff should aim to reduce tension and help to rebuild trust.</b>	
<b>Reduce tension</b>	<b>Rebuild trust</b>