St Leonard's CE(A) First School Behaviour, Discipline and Rewards Policy

Responsibility of:
Full Governing Board

Developed in consultation with:
Pupils
Teaching staff
Lunchtime supervisory staff
The Governing Board

Adopted by the Governing Board:
March 2021
Signed: Mr matthew Welton
Date for review: March 2022

Date of last policy reviewed	Changes made
June 2016	1/2. Core values threaded in to this section. 1. Photographs of good behaviour used, behaviour recovery and non-verbal strategies used. Reduction of low-level disruption. Recognition and pursuit of good behaviour. Self- discipline in EYFS. Positive notes home introduced. 3. Expectations for teaching staff included. Meet and greet included, traffic light system taken out. 4. Attendance rewarded each half term. Individual letters. First name used for positive praise. Recognition board and positive notes home used. 5. House team point reward system. Learning behaviours added. Experience awards added. 6. Private conversations about behaviour rather than public sanction chart to be used. Traffic light system of sanctions/ behaviour recovery areas. 8/9. Traffic light procedure added. Playground leaders added. 10. Staff well-being importance and strategies added. Appendix – a range of additional forms included. 12. Family support work now done by school staff.
Sep 2018	Names and dates changed only.
Sep 2019	Names and dates changed only.
March 2021	Names and dates changed. Section on positive touch added.

Pupil Behaviour, Discipline and Rewards Policy

Principals

- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Every child has the right to learn and this must not be disrupted.
- St Leonards First School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010 .
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions.

- The school's Behaviour and Discipline Policy will ensure that there are positive measures to encourage good behaviour, self-discipline and respect and to prevent all forms of bullying amongst pupils; it also provides guidance on the use of reasonable force.
- Where there are significant concerns over a pupil's behaviour, the school will seek to restore the behaviour by working with parents to strive for common strategies between home and school and by seeking advice and support from appropriate outside agencies.
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions.
- The school's Behaviour and Discipline Policy will set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES
2021-22

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body).

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour and Discipline Policy at St Leonards First School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their

powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.
This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policy at St Leonards First School, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).
The Behaviour and Discipline Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

1. STRONG SCHOOL LEADERSHIP

St Leonards First School Governing Board is committed to supporting high standards of behaviour through strategies based on an understanding of child psychology and of relationships between staff and pupils. The children will be able to voice their opinions about behaviour in school and help to create school policy. The headteacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with Dfe and local guidance relating to behaviour in schools. School leaders promote good discipline by ensuring that learning is as active as it can be, staff remain consistent, calm and confident, and communication with children is short and clear when related to behaviour.

Unacceptable behaviour will be dealt with promptly and effectively, and through private conversation where possible, to ensure that it does not escalate, that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures. Our approach to behaviour follows the Staffordshire behaviour checklist which is kept in the pupil's file to show the progressive steps which have been taken.

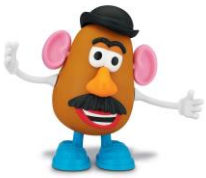
The behaviour in our school should reflect the values we place on encouraging learning and co-operation in a civilised society. In particular our core school values of LOVE and RESPECT.
It should also reflect the Christian character of the school. Children are encouraged to reflect on their own behaviour in relation to Christian values and are given chances to RECOVER their behaviour. The language of behaviour recovery is used by school staff in restorative conversations.
As a school we are committed to equal opportunities including race equality. The behaviour policy also links with the anti-bullying policy. Positive reinforcement of appropriate behaviour is our key strategy for behaviour management. Alongside the assertive discipline method where children are encouraged to make the right choices and are encouraged to have responsibility for their own behaviour.

To achieve this, the school will: -

- Be a school where all individuals are appreciated and valued always.
- Actively and relentlessly pursue the behaviour we do want by recognising and rewarding 'over and above' examples of it. Give first attention given to good behaviour.
- Promote a classroom climate where individual and shared achievement is celebrated and valued.
- Provide displays of photographic examples of good behaviour around the school as reference points for staff and pupils. Non-verbal references can be made.
- Have clear expectations and core routines so that pupils feel certain and safe.
- Encourage listening, understanding and patience.
- Develop in children an understanding that their actions result in consequences.
- Foster positive relationships between members of the school community as an example of how people should live and work together.
- Have clear strategies to deal with anti-social behaviour but promote forgiveness and reconciliation.
- Encourage the children to develop personal responsibility for their actions and tolerance of the views of others.
- Identify pupils causing low-level disruption and tackle this to form a 'critical mass' of good behaviour in each class through private conversations and recognition of good behaviour.
- Identify individuals requiring targeted support for behaviour and provide intervention with kindness, commitment, patience and resilience.
- Ensure that self-discipline is taught well in the Early Years Foundation Stage, using the language of behaviour to keep pupils using their 'on task' behaviour.
- Share behaviour successes with home as all staff share 'positive notes' to encourage celebration at home.
- Encourage pupils to reflect on their behaviour through a focused recognition board.

2. Our negotiated School Rules

Our school rules may vary slightly from year to year as they are negotiated and agreed with the children. They will be based on the following principles.



LOVE each other and ourselves.
LOVE learning.
RESPECT each other and ourselves.
RESPECT the school environment and property.

MR POTATO HEAD CLASS RULES

- Thinking caps – try your best, work as hard as you can to learn as much as you can every day (Endeavour and Curiosity core values)
- Looking eyes
- Listening ears – follow instructions straight away
- Quiet kind mouths
- Kind and helping hands
- Loving hearts
- Walking feet – stay safe

<u>In addition to these rules, we have some common sense rules to maintain high standards.</u>
We expect children to arrive at school between 8.50 am and 9.00 am.
We do not allow sweets or chewing gum in school.
Sweets may be brought on agreed special occasions e.g. Birthdays – although as part of our healthy school policy we encourage children and parents to consider healthier options.
We expect children to wear smart uniform and bring reading book/PE kit.
Any birthday treats sent in are given out at home- time.
We expect parents to inform the school to explain absences.
We do not allow the wearing of jewellery other than stud earrings and a watch, which must be removed for PE.
All clothing should be named.
Personal equipment eg. pens, pencils, rulers etc. will be provided.

3. CLASSROOM MANAGEMENT

Classroom management and the relationships between teachers and pupils are key to promoting good behaviour. At St Leonards we expect all classrooms to have:

- A positive school and classroom tone with staff actively meeting and greeting children as they enter.
- Clear classroom rules displayed which have been agreed by the teacher and the class.
- Recognition board with a daily or weekly focus.
- Clear core daily routines for settling to learning and for transition times.
- Clear expectations about, and instructions for work and work that is set at an appropriate level for the child.
- A visual timetable so children know what is planned for the day.
- An attractive, tidy, well-cared for environment.
- A well-planned environment so that children can move easily, can find resources, property respected etc.
- A time out, reflection area, used as a 'parking space' for children to 'cool down'.

- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained.
- Strategic seating arrangements for children when working on the carpet or at a table.

We expect all staff to:

- Behave consistently and calmly when dealing with behaviour.
- Reduce low-level disruption using non-verbal techniques and clear positive praise where possible.
- Avoid the use of questions, finger pointing or raised voices when dealing with behaviour as a way of de-escalating.
- Ask pupils to 'recover' their behaviour and engage in restorative conversations.

4. Good Behaviour

The first focus is on good behaviour with positive comments for those behaving well being commonplace i.e. rewarding good behaviour.

- Positive reinforcement strategies are used with all classes. The child's first name, followed by the praise is used for maximum effect and the frequency of positive praise is stepped up at transition periods of the school day.
  Peer approval, celebration of good work, stickers, and stamps are all used. A celebration worship is held once a week to acknowledge success in all areas of learning.
- A behaviour focus is given regularly and pupils displaying this behaviour are written on a recognition board, with the aim of everyone achieving this by the end of the day or week depending on the focus and class.
- All classes have an award for kindness, " Spark to a flame" and an award for good work "Star of the Week". Lunchtime awards are also given to reward good manners and good behaviour.
- To raise expectations pupils seen to be going 'over and above' the behaviour expected are recognised by staff and rewarded with a 'positive note' home or a phone call to home.
- Each class will negotiate together their own class rules in language appropriate to the age of the children in that class and worded positively. The school staff through praise and rewards and through the use of sanctions, if necessary, will reinforce these rules regularly. These rules are displayed in each class.
- Good attendance will also be rewarded and this will be done at the end of each half term when children will be presented with a certificate and reward and parents with a letter. Whole school and class attendance figures are shared regularly with parents in weekly newsletters and individual figures are reported on at parent consultation evenings and through individual letters to parents where there are concerns.

5. Rewards

It is essential that staff refer to School rules frequently and reinforce them through praise and rewards. Children will be consulted on and will subsequently agree classroom and playground rules. We aim to develop a positive praise attitude. There are many ways that staff can achieve this on a day-to-day basis. Ultimately we want children to be satisfied with the inner sense of well-being that comes from presenting good behaviour. However, many children need interim steps towards this in the form of tangible rewards to recognise all forms of social and academic achievement.

Early Years Foundation Stage

There are some slight variations in how the policy is applied to Foundation stage. The children respond best to immediate rewards and they are often rewarded on the spot for "good sitting" or "good listening" through the use of 'quiet critters' or other initiatives.

Rewards used include:

Verbal praise
Approving signs/acknowledgements
Weekly Head teacher's award
Star of the week
Spark to a Flame
Stickers/stars/stamps
Class rewards/tokens
Certificates
Sent to another teacher/headteacher with work
Written comments on work
Extra privileges
Displays in class
Opportunities to praise in assemblies
Handwriting and spelling awards
Trophies for Maths, English and Art, to be awarded at the leavers' assembly
Attendance awards
Spark to a flame award – for good behaviour throughout their life in school
Golden time – In both classes, children are able to earn a part lesson of "Golden Time" to allow for free choice activities as a reward for good behaviour through the week.
Circle time is used throughout the school to raise self-esteem and to reflect on attitudes and behaviour. It is also used to communicate and co-operate as a group to help learning and relationships.
As part of our commitment to Learning behaviours- some awards will be given for these such as; concentrating crocodile and exploring elephant.

Favourite rewards

The rewards that the pupils at St Leonard's like the best and the ones we are moving more to using are the 'experience' type awards such as; tea and cake with the Headteacher, a trip to the shop, fast track ticket for lunch, best seats in the house assembly and so on.

Reward System

A further support to the system will be an opportunity for all children to work to gain house points for their house team. House teams with the highest number of points each half term earn a reward such as visit to the local shop or park. Names on the daily recognition board for behaviour will earn house points as will positive notes home.

6. Sanctions

The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour

Whatever the sanction issued the behaviour will be discussed with the child so that they understand why the behaviour is acceptable. Staff should not punish the whole group unless this is unavoidable or appropriate.
It is essential that the sanction be proportional to the behaviour.

When unacceptable behaviour is noticed by a member of staff:

1. A non-verbal prompt should be used or a quick reminder of the rules.
2. CAUTION – A clear verbal 30 second caution delivered privately (where possible). Asking the pupil to think carefully about their next step.
3. LAST CHANCE – Give the pupil a final opportunity to make a positive choice. A pre-determined script to be used by the member of staff. A reminder of sanctions to stay behind 2 minutes after class or complete work at home will be given.
4. TIME OUT and REPAIR (40 mins max) – Pupil moves to the calm down area in the classroom or behaviour recovery area in the school with a Learning mentor, depending on the context. This prevents the disruption to the learning of others. During this time a restorative conversation should take place or work on emotional intelligence, where the pupil decides what the next steps should be to repair the behaviour. Staying behind for a short time after lesson can be used or pupils can pay back learning at home.
   If the behaviour occurs at break time or lunchtime, the pupil should have time out with the member of staff on duty, or for more serious incidents inside the school.
   A more serious misdemeanour is one showing a lack of respect for school staff or where another child or member of staff has been hurt or when a pupil has been in behaviour recovery for over 40 mins and has not calmed. These incidents require the pupil to be taken to the Headteacher or senior member of staff and an incident form to be completed. The Headteacher will then make

contact with pupil's parents and a letter will be sent home. If a child moves out of the classroom, a form is filled in for the pupil's behaviour records.

7. **Continual behaviour issues**

If there are concerns about behaviour parents will be contacted as soon as possible. In cases of extreme unacceptable behaviour children may be sent directly to the Head and parents contacted. Serious breaches of acceptable behaviour will result in a letter home with a return slip (as attached). ***For example: swearing, deliberately hurting another child, wilfully breaking/damaging property, or fighting.***

Some children may need a personalised approach to their specific behaviour needs and other programmes of intervention and support may be used in conjunction with external agencies.
A child in EYFS who is having difficulties managing behaviour should have an assessment of their receptive language skills carried out as soon as possible.
A school behaviour diary may be used for children who have specific/recurring difficulties and any patterns analysed. Short-term exclusion for a fixed period will be used in the last resort.
A child who regularly misbehaves and who does not respond to reasonable measures will be referred to the SENDCO and placed on the SEND register. In certain cases we will seek advice from other agencies e.g. Educational Psychologist, EWO, Behaviour support etc. and additional support and mentoring will be offered.
A pastoral support plan (PSP) will be written alongside the pupil and parents and reviewed regularly. This will contain two clear targets and be linked to rewards and sanctions consistent in all settings.

8. **<u>Exclusion</u>**

At St. Leonard's exclusion is seen as a last resort, after all other attempts to modify behaviour have failed.
Exclusion serves several purposes, including:

- To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour.
- To maintain high standards of behaviour in school.
- To secure the well-being and entitlement of other children and staff in school.

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, there will be a referral of the issue to the Chair of Governors who acts on behalf of the governing body to agree whether or not it is appropriate to move him/her on to the terms of the Exclusions Procedure **(Appendix 1).** As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions (in the school's reflection, behaviour recovery area) as much as possible before moving to the formal terms of our out of school Exclusions Procedure.
If the Headteacher decides to exclude a child, the parents will be informed as soon it is possible and the Local Authority guidance on exclusions will be followed. Parents do

have the right to appeal against this decision and will be given the details of how to do this in the letter they receive the day of the exclusion.

9. Playtimes

- Behaviour during morning and afternoon break times is monitored by the members of staff on duty.
- The same procedures are followed. Positive behaviour is reinforced and celebrated, positive notes are used. Private conversations are used to discuss inappropriate behaviour. If this escalates the same process as in section 6 will be used.

10. Lunchtime

- Lunch times are the immediate responsibility of the midday supervisors.
- We aim to reduce playground problems by ensuring that staff and playground leaders initiate playground games and use positive behavioural management.
- Pupils have access to school based approaches such as stickers.
- At lunchtimes the staff report major problems to the Headteacher.
- Minor incidents are reported directly to the class teacher.
- School council buddies and playground leaders promote good behaviour on the playground.
- The same procedures for positive praise and sanctions are followed as detailed in sections 4 and 6.

10. STAFF DEVELOPMENT AND SUPPORT

Development

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Headteacher will ensure that staff are kept up to date with Dfe publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems.

Support

- Staff well-being and mental health is paramount; therefore it is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing. Staff are coached to limit emotional responses to pupil's behaviour. The use of gestures and photographic examples of positive behaviour as a reference supports staff in maintaining control and conserving energy when

dealing with difficult situations. As does the scripted conversations adopted in these situations.

- Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the **Dfe '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.

11. PUPIL SUPPORT SYSTEMS

At St Leonards we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult. We may also take the decision to refer to an outside agency for additional emotional support after first working alongside the parents.

12. LIAISON WITH PARENTS AND OTHER AGENCIES

Working with parents is an important part of supporting children with their behaviour. At St Leonards we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour.

We have a number of agencies which are available to support children and families with behaviour either at home, at school or both. Many of these agencies are commissioned by our Local Support Team although much of this low level family support work will now be done by the school SENDO and Designated Safeguarding Lead (Mrs Stanesby).

13. PHYSICAL INTERVENTION

Any Physical Intervention strategies comply with guidance detailed in **(Appendix 2)**. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place. Any physical intervention needs to be accurately recorded on the attached form and passed to the Headteacher.

14. POSITIVE TOUCH

As a school we believe that positive touch has many benefits such as, for example, providing reassurance and guidance. This policy explains the school's position on positive touch and provides some guidance on its use in order to protect both staff and

children. The school's policy for restrictive physical intervention shows the procedures that we follow if physical intervention needs to be used in a restrictive way.

As a first school we interact daily with young children who are naturally tactile and affectionate. We want to make sure that their needs are met and that they develop caring, positive relationships with others. If a child initiates contact or needs reassurance, we want our staff to feel confident that they can respond naturally without fear of unfounded accusations. We want parents to feel confident that we will respond appropriately to their children's needs, and to understand that positive touch may be a part of that response.

We believe that avoiding using positive touch when appropriate would have a negative effect on the children in our school and our school community. The following examples are of situations where positive touch is appropriate. This list is not exhaustive and there will be many more instances where it may be used appropriately.

Examples of Acceptable Touch include

- First Aid - eg cleaning wounds, applying plasters
- Personal hygiene - eg changing soiled clothing, cleaning themselves
- Getting changed for PE - eg dressing, tying hair back, putting swimming hats on
- During lessons - eg supporting in PE, showing how to hold a pencil/ scissors, using mouse, applying make-up in drama
- Responding to their initiated contact - eg returning hug, holding hands
- Reassuring and comforting children – eg when they are upset, worried or in need of guidance, a child may be allowed to sit on an adult's lap in the classroom (younger children) or offered a hug, as appropriate
- Praise - eg reaffirming "Well done" with a gentle pat on the shoulder
- Safety - eg crossing the road, preventing children from hurting themselves

If there are concerns about inappropriate touch by a member of staff or by a child, these should be reported immediately to the headteacher and they will be dealt with following the school's safeguarding procedures.

15. SCREENING AND SEARCHING

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the **DfE: Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies, January 2018.**
(www.education.gov.uk)

Related policies:
Anti Bullying
Attendance
Child Protection
Equal Opportunities and Racial Equality
Special Educational Needs and disabilities
Early Years

APPENDIX

1. Exclusion Procedure

2. Letter home following an exclusion

3. Reasonable Force

4. Restrictive physical intervention incident form

5. Behaviour incident form

6. Letter home following a behaviour incident.

7. Letter home requesting additional work be completed.

8. Staffordshire Behaviour checklist

11. School behaviour poster

12. Time out and repair note

13. Positive note home

14. Example weekly behaviour chart

15. Behaviour Staff Guide

16. Scripted conversation for difficult behaviour (staff)

17. Restorative questions prompt (staff)

Exclusions Procedure

At all times we work to the framework of national government guidance which can be found online:

DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.

A decision to exclude a pupil will be taken only:

a) In response to a serious breach or persistent breaches of the school's behaviour policy; and

b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher or teacher in charge can exclude a pupil, and whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school alternative provision in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school.

However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

Lunch time Exclusions

Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such. **The legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply.**

The role of Governors and the Local Authority

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test.

Procedures set out in **Parts 4.3 – 6.3** of the guidance document: **DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion (www.education.gov.uk)** are followed at all times. **The role of the local authority is also clearly laid out in this document.**

Example of an Exclusion letter to parents.

Date:

Dear ……

I am writing to inform you of my decision to exclude ……..for a fixed period of …… days. ….. has been excluded for the following reasons:
……..
This brings the total days excluded this term to ……. days.

We are aware of …… SEN and have taken the following steps to try to avoid this exclusion:
……
……
……
This means that …….. should now not attend school until ……..
However, from the 6th day of exclusion the school has a duty to provide 1 hour of tuition each day. Therefore from ……the school will send a Teaching Assistant from school between ……to provide this at your home.

I will arrange for ……. to have school work during this exclusion and for this work to be marked. Please contact the school office at any time to request further work or to arrange the marking of this work.

You do have a right to make written representations to the Appeals Committee of the governing board regarding ……..exclusion. If you wish to make representations you should contact The Chair of the appeals Committee at the school,……..

You may see your child's school records in advance of any meeting of the Appeals Committee. If you do wish to view them, please contact ……. who will be able to make the necessary arrangements.

[You should also be aware that if you think the exclusion relates to your child's SEN or a disability your child has, and you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (for disability discrimination), or to a County Court (for other forms of discrimination.]

I must further advise you that during the period for which your child is excluded you are responsible for ensuring that he is not present in a public place during school hours. If your child is found in a public place at such times without reasonable justification you may be liable to a fixed penalty notice of £50 issued by the Local Authority.

A Local Authority officer with responsibility for exclusions who can provide you with advice on the exclusions process is: …….

You can also contact ……at the SEND team in relation to ……..

The Children's Legal Centre also has a helpline on 0808 802 0008 or **www.childrenslegalcentre.com.** The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24 December to 1 January

Yours sincerely

Mrs Kelly Stanesby

Headteacher
cc. Chair of Governors

Use of Reasonable Force

The governing body has notified the headteacher that it expects the school behaviour policy to include the power to use reasonable force

At St Leonards First School, we work to the framework of national government guidance ***Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2012.*** This guidance is the framework for current LA policy development and links to their communication to all schools

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools force is generally used for two different purposes – to **control** pupils and to **restrain** them.

Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use **restraint** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

The power may be used where pupils (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

However, because the use of force should only be a last resort, at St Leonards, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff. The judgement on whether to use force and what force to use will always depend on the circumstances of each case and – crucially in the case of pupils with SEN or disabilities – information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour.

A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident. This is to ensure that parents are kept informed of serious events at school concerning their child. (If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives.)

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Use force **WILL NEVER** be used as a punishment, because it would fall within the definition of corporal punishment, which is illegal.

St Leonard's CE First School

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RESTRICTIVE PHYSICAL INTERVENTION FORM

To be completed and given to the Headteacher

RECORD OF RESTRAINT	
Name of child	
Date of birth	
Date of incident	
Time of incident	
Member of staff involved	
Adult witnesses to restraint	
Pupil witnesses to restraint	
Outline of event leading to the restraint	
Outline of incident of restraint (including method used)	

OUTCOME OF RESTRAINT	
Description of any injury sustained and any subsequent treatment	
Date/ time parent/ carer informed of incident: By whom informed: Outline of parent/ carer response	
Signature/s of staff completing the report:	
Brief description of any subsequent inquiry/ complaint or action:	

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BEHAVIOUR INCIDENT FORM

To be completed and given to the Headteacher

Date of incident: _____

Time of incident: _____

Name of child _____

Class _____

Nature of incident

Member of staff reporting incident

Actions

Behaviour letters for parents

Class Letter

Date: _____

Dear Parent/Carer,

I am sorry to inform you that there were problems with _____(child's name and class) behaviour today.

They were disruptive in class by _____

I gave them the opportunity to recover their behaviour by ……

Please discuss your child's behaviour with them at home and return the slip below to acknowledge receipt of this letter.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class Teacher

ST LEONARDS CE FIRST SCHOOL – CLASS LETTER

Name of child and class:----------

Date:----------

Signature of Parent/Carer:----------

Behaviour Letter

Date: _____

Dear Parents/Carers,

I am writing to inform you that your child

_____(child's name and class)

1.Has repeatedly not followed instructions

2.Has repeatedly been disruptive in class

3.Has been rude to: an adult/ a child / children

4.Has been aggressive physically by

_____

5.Has been aggressive verbally by

_____

The following action has been taken:

a.The matter was referred to the Deputy / Assistant / Head Teacher

b.They will / have missed part of their lunch / break

c.They will / have missed their whole lunch / break

d.Any other comments

Please discuss your child's behaviour with them, sign the slip and return to school. Remember that three such letters in one term will result in Parents being called into school to discuss behaviour which may result in your child missing their breaks for a week or exclusion.

Yours sincerely

(Senior Leadership member who dealt with the incident)

ST LEONARDS CE FIRST SCHOOL – BEHAVIOUR LETTER

Child's name and class:----------

Date:----------

I have received the Behaviour Letter: signed ----------

(signature of Parent/Carer)

Behaviour letters for parents

Class Letter

Date: _____

Dear Parent/Carer,

I am sorry to inform you that there were problems with _____(child's name and class) behaviour today.

They were not able to concentrate on the completion of their classwork due to_____

I gave them the opportunity to recover their behaviour by ……

Please discuss your child's behaviour with them at home and ensure that they finish the work at home that needed to be completed in class.

Please sign below to acknowledge receipt of this letter.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely

Class Teacher

ST LEONARDS CE FIRST SCHOOL – CLASS LETTER

Name of child and class:----------

Date:----------

Signature of Parent/Carer:----------

Mr and Mrs Potato Head help us to remember how to be bright flames!

LOVE each other and ourselves.

LOVE learning.

RESPECT each other and ourselves.

RESPECT the school environment and property.

Thinking caps to think about God, about each other and about our learning.

Looking eyes to notice and learn.

Listening ears to understand.

Loving hearts

Kind mouths with thoughtful words.

Helpful hands to do good deeds.

Walking feet to keep us safe.

St Leonard's CE First School
'From a tiny spark to a bright flame.'

BEHAVIOUR MANAGEMENT RECORD – TIME OUT AND REPAIR

SANCTION RECORD
Name:
Date:
Reasons why:
Sanction given:

Follow up action from restorative conversation:

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BEHAVIOUR MANAGEMENT RECORD – TIME OUT AND REPAIR

SANCTION RECORD
Name:
Date:
Reasons why:
Sanctions given:

Follow up action from restorative conversation:

Date:

Positive Potato behaviour

Positive note home

for

.....

because

.....

Daily Behaviour Chart

Name:……. My targets: 1.
2.

Code: = Good Warning given TIME OUT = Excellent (positive note)

Date		Monday	Tuesday	Wednesday	Thursday	Friday	Comments
	Am						
	Pm						
	Am						
	Pm						
	Am						
	Pm						
	Am						
	pm						
	Am						
	Pm						
	Am						
	Pm						
	Am						
	Pm						
	Am						
	Pm						
	Am						
	Pm						
	Am						
	Pm						

Additional Comments:

Behaviour Policy Staff Guide!

Follow these guidelines to keep yourself well! No-one wants to be ill in the holidays!
Consistency across all staff, working as a team makes behaviour outstanding.

- Use Mr Potato head to reinforce the school rules.
- Meet and greet your pupils every day around school to show you care.
- Use School core values LOVE and RESPECT to foster understanding.
- Always recognise the GOOD behaviour FIRST and record on the recognition board.
- Use positive notes to recognise behaviour that goes above and beyond.
- Use Active learning where possible to promote engagement.
- Nip low-level disruption to ensure a critical mass of Good behaviour
- Draw a diagram of your class to show who the critical mass and who the floating voters are. Work on the floating voters.
- Use the reflection area when pupils with behaviour needs need time out to keep other children learning.

To reduce low-level disruption:

- ✓ Use a pupils name before postivie praise or a one or two word command to get them back to on task behaviour.
- ✓ Short and clear communication is needed.
- ✓ Lots of positive praise to reinforce good behaviour.
- ✓ Be relentless with routines! Practice them if necessary. 'Legendary line-ups, tremendous transitions'.
- ✓ Use even more praise at transition times of the day.
- ✓ Use a gesture, a look, raised eyebrows, stop and wait technique, stand in the pupil's personal space or point to a photograph of expected behaviour to reduce the use of your voice. (over use of voice leads to illness).

When dealing with unacceptable behaviour:

- ✓ Remain confident, calm and relaxed. Be unshockable (find your happy place)!
- ✓ No finger pointing or shouting!
- ✓ Use assertive phrases: Could you please try to recover your behaviour and I need to make sure you are happy, safe and learning.
- ✓ Use the script for difficult interventions. Use restorative follow up to teach good behaviour.

Sanctions

1. A **NON-VERBAL** prompt/ **REMINDER** of the rules.

2. **CAUTION** – A clear verbal 30 second caution delivered privately. Ask the pupil to think carefully about their next step.

3. **LAST CHANCE** – Final opportunity to make a positive choice. Script to be used by the member of staff. Reminder of sanctions.

4. **TIME OUT and REPAIR** (40 mins max) – Pupil moves to the calm down area in the classroom or behaviour recovery area in the school with a Learning mentor. Restorative conversation should take place or work on emotional intelligence.

5. A more serious misdemeanour is one showing a lack of respect for school staff or where another child or member of staff has been hurt or when a pupil has been in behaviour recovery for over 40 mins and has not calmed. These incidents require the pupil to be taken to the Headteacher or senior member of staff and an incident form to be completed. The Headteacher will then make contact with pupil's parents and a letter will be sent home. If a child moves out of the classroom , a form is filled in for the pupil's behaviour records.

Scripted conversation for difficult behaviour -30 seconds only (staff)

1. **You are responsible for your own behaviour.**
2. **This poor behaviour does not deserve my time.**
3. **You are better than this behaviour.**
4. **Remember yesterday/ last week when you …….**
5. **This is what I need to see.**
6. **Thank you for listening.**

(be an actor, exaggerate the positive and disappointment, with a serious and certain tone).

Restorative questions prompt (staff)

What happened?
What were you thinking at the time?
What have you thought since?
How did this make people feel?
Who has been affected?
How have they been affected?
What should we do to put things right?
How can we do things differently in the future?