



**SEDGFIELD  
HARDWICK**

*INSTIL · INSPIRE · INNOVATE*

# **BEHAVIOUR POLICY**

**(including the use of reasonable force)**

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## Behaviour Policy

### **The Role of the Governing Body**

The governors must agree a written statement of general principles for an overall behaviour and discipline policy, in consultation with staff, parents and pupils. They should periodically review this statement.

The statement should include:

- a) the ethos of the school, offering a clear and defensible set of values and making clear boundaries of acceptable behaviour;
- b) the school's moral code;
- c) positive and constructive rules of conduct; and
- d) the rewards and punishments to be fairly and consistently applied.

A stakeholder working party of staff, parents and governors was held in February 2011 to agree a statement of principles.

### **Statement of principles**

At Sedgefield Hardwick Primary School we want all children to be taught well and have the opportunity to learn; to be safe and happy throughout the day. To enable this to happen, all members of the school community (children, staff, parents and governors) should demonstrate **respect, consideration, responsibility and honesty**, by:

#### **RESPECT**

- valuing and listening to other people's opinions
- being polite and kind to each other and visitors
- acting as good role models
- treating each other fairly

#### **CONSIDERATION**

- showing friendship and concern when someone is worried, hurt, upset or lonely
- understanding that we all make mistakes sometimes and need to accept or make apologies
- challenging poor behaviour choices in ourselves and others

#### **RESPONSIBILITY**

- accepting that we are all responsible for our own behaviour choices
- thinking before we speak and act so that our words and actions do not cause harm
- looking after our own and others property and taking care of the school buildings

#### **HONESTY**

- owning up when we do something wrong, without blaming others
- ensuring that we can be trusted
- encouraging others to be honest and to see 'both sides'

## Aims of the Behaviour Policy

**Aim 1**      **To support a whole school approach to behaviour and discipline which fulfils legal requirements and which has a clear framework of rights and responsibilities with regard to desired behaviour in the school community**

### **Actions:**

<b>Rights and Responsibilities of Staff</b>	
<b>Rights</b>	<b>Responsibilities</b>
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to	To listen to others
To share opinions	To give opinions in a constructive manner
To be treated with <b>respect, consideration</b> and <b>honesty</b> by all others in the school community	To model respectful behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school policies, systems and expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skill in promoting positive behaviour To acknowledge areas of own behaviour management which could be developed To try new approaches to behaviour management
To feel safe	To behave in a way which keeps self and others safe

<b>Rights and Responsibilities of Pupils</b>	
<b>Rights</b>	<b>Responsibilities</b>
To be treated with <b>respect, consideration</b> and <b>honesty</b>	To behave respectfully and with honesty, showing consideration to others
To feel safe	To behave in a way which keeps self and others safe
To learn	To be willing to learn To allow others to learn To take <b>responsibility</b> for own learning
To be listened to	To give opinions in a constructive manner To listen to others
To have achievements noted	To behave in a way which will allow learning, progress and achievement

<b>Rights and Responsibilities of Parents and Carers</b>	
<b>Rights</b>	<b>Responsibilities</b>
To be treated with <b>respect</b>	To behave respectfully to others
To be kept informed about their child's progress and behaviour	To talk to their child about what they are doing at school To talk to staff about any concerns regarding their child's learning or well-being To attend meetings, individual or group, regarding learning or behaviour
To be listened to	To give opinions in a constructive manner To listen to others

To have access to the school's approach to behaviour	To acknowledge information and share concerns To seek information and use lines of communication
To have concerns taken seriously	To share concerns constructively

- Aim 2**      **To encourage self discipline in all pupils, helping them make positive choices and to recognise the consequences of their actions, ensuring that:**
- **desired expectations are clear to all and the reward system is applied consistently**
  - **behaviour to be discouraged is clear and sanctions are applied consistently**
  - **support is available for pupils with additional needs in social and/or personal development**

**Actions**

<b>Desired behaviour</b>	<b>Rewards</b>
<ul style="list-style-type: none"> <li>• teachers have the right to teach</li> <li>• children have the right to learn</li> <li>• everyone has the right to safety</li> <li>• everyone has the right to dignity</li> </ul>	<p><b>May include one or some of the following:</b></p> Verbal praise and/or approval Sent to Head/Deputy for praise Given responsibilities as good role model Team Points Certificates – pupil & worker of the week Stickers Specific reward time or activity

<b>Behaviour to be discouraged</b>	<b>Sanctions</b>
Physical or verbal aggression Name calling, verbal or racial abuse Non-compliance with school rules Abuse of school/personal property Disruptive behaviour in lessons/around school  Severe behaviour i.e fighting	<p><b>Will include one or some of the following:</b></p> Verbal warning Written Warning Short isolation from classroom (TIME OUT)* Losing some playtime privilege Be sent to Head/Deputy Contact parents Parents will be contacted Fixed term exclusion

*\* When a Time Out is issued, the class teacher will send the child (following 3 consecutive warnings) to the Key Stage Leader. The child will sit on a designated chair in this classroom for 10 minutes without interaction with other pupils in this class. If there is a reason whereby the phase leader is not available, the class teacher should send the child to either Mr Taylor or Mr Close. It is a class teacher's responsibility to keep updated with the school calendar to check the availability of the phase leader.*

In the unlikely event that non-of the above members of staff are available, the child should be sent to the class teacher.

**N.B. Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum;

- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

**School has adopted the following 'Expectations':**

1. Do your best
2. Look after yourself
3. Be kind and friendly

**N.B. Rewards, praise and sanctions - rationale**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is **praise**, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

**Rates of praise for behaviour should be as high as for work.** Good behaviour should be recognised and acknowledged at all times.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

**Support available for pupils may take the form of:**

- peer mentoring
- additional adult support in school
- review of curriculum/learning environment to support additional needs
- closer links between home and school
- referral to an appropriate external agency e.g. CAMHS

**N.B. The learning environment**

We believe that **an appropriately structured curriculum and effective learning** contribute to good behaviour. Thorough planning for the needs of individual pupils, the active

involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

**Classroom management and teaching methods** have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Therefore,

- classrooms should be organised to develop **independence and personal initiative**
- furniture should be arranged to provide an environment conducive to **on-task behaviour**
- materials and resources should be arranged to aid **accessibility** and reduce uncertainty and disruption
- displays should help develop **self-esteem** through demonstrating the value of every individual's contribution, and overall the classroom should provide a **welcoming environment**
- teaching methods should encourage **enthusiasm and active participation for all**
- lessons should aim to develop the skills, knowledge and understanding which will enable the children to **work and play in co-operation with others**
- **praise** should be used to encourage **good behaviour** as well as **good work**
- constructive criticism should be a private matter between teacher and child to avoid resentment.

**Support available for staff may take the form of:**

- peer mentoring/coaching
- attendance at in-service training
- visits to other schools
- referral to appropriate supportive agency

**Support for parents/carers may take the form of:**

- individually designed programme to support pupil's behaviour at home
- discussion to identify specific concerns & issues
- signposting to relevant support courses related to behaviour issues
- signposting to sources of parental support, websites, reading materials etc
- referral to relevant support agencies

**Aim 3 to promote an orderly, fair and safe environment for all through a consistent and positive framework for managing pupil behaviour**

**Actions**

<b>There is a recognised, graduated response to inappropriate classroom behaviour</b>	
<b>Steps</b>	<b>Description of circumstances</b>
<b>1</b>	Inappropriate pupil behaviour is identified by class or set teacher through usual class contact.
<b>2</b>	General behaviour management strategies are put into place (rules, reminders etc) to encourage behaviour to change
<b>3</b>	<p>Pupil specific strategies are put into place. An individual verbal agreement is put into place to allow the pupil to be clear about:</p> <ul style="list-style-type: none"> <li>• the behaviour required and the reward for same</li> <li>• the behaviour causing concern and the sanctions for same</li> </ul> <p>The purpose is to provide a short term intervention designed to quickly change the target behaviour. Parental involvement is desirable at this stage and may include home/school diary contact. The undesirable behaviour should be recorded in pink &amp; black books in the short term or on Concerns Chronology pro-forma for repeated incidents over a short period of time.</p>
<b>4</b>	The arrangement may need to be formalised into an Individual Behaviour Programme, where longer term support is deemed necessary. This IBP should be reviewed at agreed intervals. Other members of the school community may contribute to this process.
<b>5</b>	After 2 reviews of an IBP, involvement of the Educational Psychologist can be requested, with parents' consent.
<b>6</b>	Referral to other external agencies may be appropriate. This will take place on an individual pupil basis, as and when required.
<b>7</b>	Although it is hoped to avoid exclusion procedures with any pupil, the right is maintained to put such procedures in place, should the need arise.

<b>There is a consistent and recognised response to isolated incidents of inappropriate behaviour</b>	
<b>Steps</b>	<b>Description of circumstances</b>
<b>1</b>	<p>When a specific incident occurs which seems more serious, the staff member present should consider whether a more 'formal' response is required. The member of staff present, or those to whom the incident is reported, should consider whether the behaviour is of sufficient severity to warrant more attention. Criteria for this are that the behaviour is:</p> <ul style="list-style-type: none"> <li>• dangerous to the pupil themselves or others</li> <li>• causing damage to the school or the property of others</li> <li>• likely to cause a significant breach of discipline</li> </ul>
<b>2</b>	<p>If this is the case, the incident should be passed to a senior member of staff i.e Phase Leader, who should investigate the circumstances of the incident and decide which sanctions should be applied and whether the Deputy or Head should be informed/involved. Appropriate sanctions are described above. Incidents of a racist nature should always be reported to the Deputy or Headteacher.</p>

## **The use of Reasonable Force**

There may be times when it is appropriate to use reasonable force, and staff should read and follow the guidance below, taken from the **DFE Guidance 'Use of Reasonable Force' 2011**:

### **Key Points**

- (i) School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- (ii) Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- (iii) Senior school leaders should support their staff when they use this power.

### **1. What is reasonable force?**

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

### **2. Who can use reasonable force?**

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

### **3. When can reasonable force be used?**

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot:**

- Use force as a punishment – **it is always unlawful to use force as a punishment**

**4. Using force**

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- The ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The ‘double basket-hold’ which involves holding a person’s arms across their chest
- The ‘nose distraction technique’ which involves a sharp upward jab under the nose

**5. Telling parents when force has been used on their child**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and should refer at all times to the Head or Deputy and also consider the following:

- The pupil’s behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child’s age

**6. What happens if a pupil complains when force is used on them?**

- (i) all complaints about the use of force should be thoroughly, speedily and appropriately investigated
- (ii) where a member of staff has acted within the law – that is, they have used reasonable force in order **to prevent injury, damage to property or disorder** – this will provide a defence to any criminal prosecution or other civil or public law action
- (iii) when a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably
- (iv) suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance where an allegation of using excessive force is made against a teacher. This guidance makes it clear that a person must not be suspended automatically, or without careful thought
- (v) schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate
- (vi) if a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support
- (vii) governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher
- (viii) as employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident

## **7. What about other physical contact with pupils?**

- (i) It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary:
  - holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - when comforting a distressed pupil