

Valley Road School
Behaviour for Learning Policy

Rationale

At Valley Road Primary School, we seek to promote positive behaviour. We want all children and their families to feel welcome and involved in the life of our school. Respect is at the heart of our ethos; we offer a caring environment in which all members of our school community are valued and all members of our wider community are welcomed. The staff is strongly committed to equal opportunities and believe that every member of our school community has the right to be able to realise his/her potential in a secure environment.

It is recognised that a child's school life plays an invaluable part in the promotion of social and moral responsibility. We understand our vital role in helping to shape the young adults of the future.

We have high expectations of our children in all aspects of their behaviour; we believe that these are essential to enable all pupils to achieve. Because we see education as a partnership between home and school, we have written this policy so that everyone – teachers, parents, carers, pupils and the governors can work together to improve behaviour, attitudes and standards of work. Good behaviour and good discipline are essential if effective teaching and learning is to take place.

This policy explains what we expect of children, the ways in which we work to achieve our aims, how we act when things go wrong, and the liaison needed between home and school if we are to succeed. Our whole school community has contributed towards this policy.

School Aims

- to inspire in all pupils a love of learning and the desire to continue to learn;
- to help every child reach their potential and develop their particular talents;
- to equip all pupils with the tools and self-confidence necessary to constructively influence their own lives;
- to ensure that all pupils have an equal opportunity to take part in the life and work of the school;
- to be a place every child remembers with affection;

Aims of this Policy

- to share expectations of behaviour with all members of our school community;
- to encourage children to think about their behaviour and attitudes and to learn self-control;
- to give children the chance to make decisions about their work and play so they can learn about responsibility and independence;
- to improve outcomes for all children by ensuring that they work in a safe environment
- to create an environment which encourages and reinforces good behaviour
- to make the boundaries of acceptable behaviour clear;
- to treat children politely and fairly so that they learn to be polite and fair;
- to teach children to respect other people, their property, beliefs and feelings and to understand their differences;
- to prevent bullying;
- to praise and reward good work, behaviour and attitudes.
- to involve parents in all aspects of school life, including their children's behaviour
- to ensure a consistent approach to behaviour; there should be fair treatment of all regardless of age, gender, race, ability and disability;
- to outline reward systems in place within the school;
- to set out sanctions for inappropriate behaviour.

IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. Promoting positive behaviour and

wellbeing will promote and strengthen resilience throughout the school community and empower everyone to face life's challenges.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of misbehaviour in the Concern Files.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The Headteacher must publicise the school behaviour policy, via the school web site.

THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents and pupils.

THE ROLE OF THE CLASS TEACHER

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour in the Concern Files

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

VALLEY ROAD PRIMARY SCHOOL BEHAVIOUR POLICY

At Valley Road Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, children and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

Parent's responsibility:

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- To be aware of Code of Conduct and the Home/School Agreement
- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Provide parents with opportunities where they can ask for help when needed
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.
- Work collaboratively with parents, working in partnership with other agencies when required.
- Recognise and acknowledge strengths and difficulties, challenging these where appropriate.

Governors Responsibility:

- To monitor the effectiveness of the school's Positive Behaviour Policy.
- To have a committee with clear role and guidelines for action which meets as required.
- To deal with allegations against teachers and school staff quickly, fairly, and consistently in a way that protects the pupil and at the same time supports the person subject to the allegation.

Staff Responsibility:

The Headteacher fully supports the staffs' authority to discipline, and:

- To follow and apply the behaviour policy.
- To be fair and consistent
- To develop an effective working atmosphere

Staff aim to match work to children's needs promoting positive self-esteem by:

- Providing children with suitably differentiated work in order to achieve success.

- Helping children gain confidence in their own ability.
- Motivating children to improve their performance.
- Encouraging children to take pride in their achievements, sharing their ideas and skills with others.
- Give students time to develop empathy through Religious Education, PSHE, and Circle Time

Strategies to assist with implementation of our discipline policy, **staff** should:

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Provide opportunities where all children can participate in activities that encourage belonging.
- Provide opportunities where children can participate in decision making.
- Create opportunities and relationships to have children's unique talents and abilities identified and developed.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Provide opportunities for children to reflect on their feelings and behaviours.
- Use a common reward system throughout school with merit points and tokens awarded for academic and non-academic achievement and effort.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.
- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Use identified procedures for non-attendance, persistent lateness.

To promote good discipline within the classroom, **staff** should aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

Children's Responsibility –

- To share and celebrate our School's values.
- To move in an orderly manner around school
- To show respect for all adults, each other and property
- To take responsibility for their own actions
- To be polite, considerate and caring e.g. take turns to share

- Take care of younger children.
- Talk quietly in the dining hall and show good manners.
- Control their feelings.
- Work independently and co-operatively.
- Work without disturbing others.
- Work consistently, always giving their best.

We ask the children to reflect on their behaviour by asking the questions.

- Have you been respectful?
- Have you taken responsibility for your actions?
- Have you co-operated?
- Is it safe?
- Is it caring?
- Is it your best?

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school. Through praise and encouragement, we aim to emphasise the following positive qualities:

- Care, Kindness, Consideration
- Courage
- Respect and Tolerance
- Co-operation
- Empathy
- Good Manners

The following behaviour is considered to be unacceptable:

- Bullying - individual or group; verbal or physical abuse; taunting; mimicking (including Cyberbullying)
- Physical Aggression towards pupils and adults
- Swearing
- Rudeness
- Stealing
- Inappropriate use of the mobile phone in school

REWARDS

Our emphasis is on rewards to reinforce good behaviour. The most common form of reward is praise, which is earned by following the rules, showing respect for all members of our school community and endeavoring to be a good school citizen. More visual rewards will take the form of stickers, certificates etc. In Key Stage one and two a Golden Time policy is in operation, this is a period of time at the end of the week where pupils can select from a number of activities e.g. board games, art and craft, reading etc. Individuals earn their Golden Time by appropriate behaviour both inside and outside the classroom. Pupils also understand that they have a collective responsibility for behaviour, therefore teachers will operate whole class reward systems such as marbles in a jar, which can count towards a whole class treat.

Rewards can be given to individual children, small groups, classes, year groups or departments as appropriate by:

- Classroom Assistants, all support staff and volunteers
- Class teachers
- Peripatetic teachers
- Key Stage Leaders

- Headteacher
- Midday Supervisors

Rewards can include the following:

- Written praise e.g. a positive comment on work, report,
- Verbal praise e.g. to the child, parent, another adult in school - a 'well done' or 'thank you', a quiet positive comment or praise shared with the child's peers
- Peer group praise e.g. name read out in class
- House points
- Placing value on achievements e.g. work shown to another class,
- Information in newsletter/ TEAMS
- Child, group or class, singled out as a role model
- Weekly award of House Point and pupil of the week.
- Golden time

Rewards will be further developed to include;

- Star of the week
- Children sharing their success stories.
- Celebration of results of Inter-School sport/cross country.
- Celebrations following school participation in competitions.
- Opportunities for children to give match reports and speak about their school trip experiences

Each member of our pupil body belongs to one of our four houses; pupils can also earn points for their house by demonstrating good behaviour. Children also have the opportunity to collect points that can feed into the house system. The winning house at the end of each term will be presented with the house cup.

PROVIDING POSITIVE REINFORCEMENT

Positive discipline is a way to reduce misbehaviour by rewarding positive behaviours. It is based on the premise that behaviour that is rewarded is behaviour that will be repeated. The most critical part of positive discipline involves helping children learn behaviours that meet our teachers' expectations, are effective in promoting positive social relationships, and help them develop a sense of self-discipline that leads to positive self-esteem. Through our mission statement and school aims, we endeavour to promote positive attitudes towards self, others, property and the environment. Children are expected to show good manners, think of the feelings of others and to behave in manner that promotes their and others safety. Some strategies that we use to help our children learn positive behaviours include the following:

- Give positive statements** – "Look how many answers you got right. Let's try to get even more of them right the next time!"
- Listen carefully** and help them to learn to use words to express their feelings, not destructive actions.
- Provide our children with opportunities to make choices** and help them learn to evaluate the potential consequences of their choices.
- Reinforce emerging desirable behaviours** with frequent praise and ignoring minor misdeeds.
- Model** orderly, predictable behaviour, respectful communication, and collaborative conflict resolution strategies.
- Use appropriate body language** – nod, smile and look directly at the children.
- Restructure the environment** – remove objects that invite misbehaviour; for example, if games or toys are used as teaching aides, remove them when the lesson is finished. Have areas for reflection and quiet thought.

- h. **Redirect behaviour positively** – a child bounces a soccer ball around the classroom. “You can bounce your ball outside on the playground where there is more space to play.”
- i. **Use display** to re-inforce expected behaviour and celebrate our Values.
- j. **Plan for reflection moments and calm at the end of the school day**

POSITIVE BEHAVIOUR MANAGEMENT FOR ALL CHILDREN

Whilst rewards are central the encouragement of good behaviour, realistically there is a need for sanctions to register disapproval of unacceptable behaviour and to help children understand that there are consequences for their actions. We are always keen to stress that it is the behaviour that is unacceptable not the child.

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties – Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

PROCEDURES FOR DEALING WITH INCIDENTS IN SCHOOL.

Code of Conduct

We want our children to be happy. When children are happy, they are likely to learn more effectively. The school's Golden Rules were originally developed following consultation with all the children.

Staff Guidance: POSITIVE BEHAVIOUR MANAGEMENT

- Establish a friendly, positive, supportive relationship with the pupils in your care.

- Establish a friendly, positive, supportive relationship with the child's parents/carers
- Make sure, wherever possible, that pupils are doing purposeful activities that encourage belonging.
- As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good' for academic and non-academic opportunities.
- Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
- Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- Model positive appropriate behaviours, interactions and ways of relating at all times.
- Know what sanctions you can use but try to avoid using them – especially if a quiet word or reminder will do.
- Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.

STAGES OF INTERVENTION TO SUPPORT BEHAVIOUR MODIFICATION

The school's discipline procedures can be summarised into four stages. These stages of intervention should be logged and dated in the class behaviour book.

Stage 1

The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties, this includes social stories.

If there is no improvement assistance should be sought from another adult in school

If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear.

Stage 2

Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.

If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the leadership team stating the reasons why.

Stage 3

Discussions between member of the leadership team and parents, involving the child as appropriate, to try and resolve the problem. The SENDCo may become involved if improvements are not made. IEP written if appropriate.

The SENDCo will consider additional assessments, which might include the Ed Psychologist or other interventions appropriate to the need that is being highlighted. This could include:

- 1:1 work on self-regulation,
- Targeted in class intervention,
- School counsellor, social skills,
- Targeted literacy,
- Parenting support on boundaries and independent learning.

Stage 4

Discussions between a member of the leadership team/Headteacher and parents involving the child as appropriate. The class teacher, Head of Department or SENDCo to be included as necessary. A TAF may be considered to support understanding the wider challenges presented by the child and needs of the family. This process will define appropriate service involvement:

- MASH referral
- Further SEND interventions and access
- PCAHMS screening
- Behaviour intervention planning
- Family supported learning

The TAF will support understanding of whether a multi-agency approach is needed.

PROCESS AND RECORD KEEPING

Where behaviour is persistently below the standard, the school should set out interventions and expected outcomes for the student and review progress each term. Parents should be informed at each stage whether their child is receiving additional support. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings.

If the problem is more serious the child will move onto the SEND register when strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This will include setting up a Pupil Profile for that pupil.

If the behaviour does not improve the child will be discussed further. The Profile continues to be adjusted and reviewed with additional support from external agencies. TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.

A personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that child.

At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child's needs.

Where behaviour is not improving in response to the above strategies, the lead on Behaviour and the SENDCo may consider a TAF (Team Around the Family) to reduce further disruption and stress to the child and prevent exclusions. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.

BULLYING (For further information on how we deal with bullying please refer to the anti-bullying policy)

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:

- Emotional Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical Pushing, kicking, hitting, punching or any use of violence
- Sexual Unwanted physical contact or sexually abusive comments
- Racist racial taunts, graffiti, gestures
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber internet misuse, mobile phone threats (SMS or calls), misuse of photos and videos

Bullying is not: It is important to understand that bullying is not falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships; circle time, group / one to one opportunities are used to share worries along with allocated curriculum time. Assemblies also support our children's social and emotional development so that they are more able to manage these situations.

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of a change in work patterns, lacking in concentration.

If there is proven bullying in school, then the class teacher adheres to the school's anti bullying policy. The following should also happen

- The parents/carers of the children involved should be invited into school and work with the school in partnership so that a way forward can be agreed.
- Peers should be reassured that 'bullying is being dealt with, fairly, promptly and effectively.
- The school's procedures for a child who is being bullied should be shared with all children at the beginning of the school year as well as the sanctions that may be used.

RACISM

Any cases of racism or sexual harassment should be reported to the Head Teacher and recorded. All such accusations will be investigated by the class teacher and those involved left in no doubt as to our zero tolerance of such behaviour. The Headteacher will see the children concerned. All racist incidents are recorded and reported to the local authority.

IN THE CLASSROOM

The school encourages positive behaviour by celebrating achievement and effort and valuing children's contributions. However, we do not ignore unacceptable behaviour which includes the following:

- Leaving seat or the carpet without the permission of the class teacher
- Friendship issues, teasing, unkindness
- Talking when the teacher or another pupil is addressing the whole class
- Talking when you have been asked not to talk
- Calling out
- Not following instructions
- Not completing work without a very good reason: e.g. ill, the task not understood
- Disrupting/distracting other children
- Taking other children's possessions without permission

To be consistent all class teachers intervene as follows:

They give the child a chance to put things right by giving a look, a gesture, a word, or an encouragement.

The teachers clearly state to the child what the desired behaviour is.

If the behaviour continues the teacher will choose appropriately depending upon the age of the child.

- Moving the child; asking the child to come and sit with the teacher; the teaching sitting with the child.
- Time out; Time out in class. This means moving away from the place where the child usually sits or 'Time out' in another class or in a supervised area with a self-evaluation behaviour form.
- Setting up a Behaviour Monitoring Form.
- Ensuring the child completes their work/homework at playtime/lunchtime.
- Loss of break and or lunchtime.
- Send the child, with work, to a different classroom
- Keep parents informed.

The teacher should choose a time to discuss the poor behaviour and make clear expectations for the future. The child has the opportunity to listen, respond and put things right if they need to.

IN THE PLAYGROUND

Break times and lunchtimes are when some children are more likely to make unwise decisions and choices. As a

school we are proactive in response in that we strive for greater consideration, awareness and respect of each other and consequentially better behaviour. Staff on duty will:

- patrol all areas of the playground when on duty
- check cloakrooms to make sure children are not gathering inside the school building
- closely watch children who are known to cause problems for children and intervene quickly
- anticipating problems and intervene with appropriate advice
- implement our policies on expected behaviour and be consistent in response
- investigate thoroughly 'to be sure' if incidences are reported and not seen
- bring to the class teacher's attention any children who have regular problems with interactions, friendships, personal and social relationships as well as inappropriate use of language/physical touching
- investigate children who report concerns and help them through a difficult situation; avoid sending children away without investigating unless very sure that there is no substance to their worries
- Parents are kept informed if behaviour persists

The school has a "Hands Off" Policy because even 'play fighting' can escalate so that children are hurt even if that was not the intention. For this reason, behaviour of this nature as well as use rudeness to staff will have a swift response and there will be loss of play. All incidences are fully investigated if not witnessed by a member of staff.

Wet Playtimes

The teacher on duty will make the decision, with all classes being informed before playtime. Each class has 'wet weather' activities for children to use when they must stay indoors.

Mid-day Assistants

The school recognizes the important role of Mid-day Assistants, who feed back to the Headteacher, Leadership team and other staff any concerns they may have

Exclusion

This is the most serious sanction that a school can take, and we hope to avoid reaching this stage by home and school working together. Any type of exclusion is made known to our Governors and it is recorded on the child's file. During any period of exclusion, work will be set for the child, which should be completed and returned to the school. At the end of the exclusion period, the child, their parents, and the class teacher will meet to discuss how the child will be inducted back into the school.

PHYSICAL CONTROL OF PUPILS

Section 550A of the Education Act 1996 clarified the powers of teachers, and others who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing crimes; causing injury or damage; or causing disruption.

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- In a school, force is used for two main purposes - to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances
- Bag searches are permitted if there are implications of safety to others or stealing is suspected.

The Act does not authorise the use of corporal punishment in any circumstances. Nor is it intended to encourage the use of inappropriate force.

Staff are reminded that they should consider their own health and safety and never risk personal injury.

PROCEDURES WHEN A CHILD ABSCONDS

There may be times when a child will leave the premises despite rules:

- i. As soon as it is known that a child has left the premises it is reported to the Head Teacher/Deputy Head Teacher/ who will inform child's parent/guardian and police
- ii. Agreed procedures about following a child off the premises are:
 - Do not chase; give the child an opportunity to return.
 - Discreet supervision at all times.
 - Approach if child is settled – (sitting on pavement, by a tree, on a bench or kerb). Try to encourage child to return to school.
 - Always keep an eye on the child - (a time limit is set).
 - Alert parents if child does not return to school within the time limit set. Alert police if parents not present and child goes out of sight.
- iii. All incidents of a child leaving the premises are recorded and reported to parents and carers, even if the child returns after only having crossed the road, sat on a pavement outside school etc.

REVIEW AND EVALUATION

During the school year various issues may arise that need to be raised in staff meetings. Any amendments will be minuted and a formal review and evaluation of this policy undertaken annually in the first half of each autumn term. This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the school's review cycle.

Responsibility for adhering to this policy lies with all school staff; the Headteacher is responsible for its implementation.

Do's of the playground

- **Do** look after the younger children
- **Do** pick up litter
- **Do** stand quietly after the bell and walk into school
- **Do** stay off the grass unless given permission
- **Do** stay on the playground
- **Do** play safely and treat each other with kindness and consideration
- **Do** let everyone join in
- **Do** use respectable language
- **Do** walk away from trouble and tell an adult

Do's of the classroom

- **Do** be punctual
- **Do** use your manners
- **Do** put your hand up
- **Do** listen to the teacher and one another
- **Do** your best
- **Do** walk in class
- **Do** tidy up
- **Do** remember homework
- **Do** sit correctly
- **Do** talk quietly
- **Do** bring PE kit in on correct days

Do's of the school areas

- **Do** walk and keep to the footpaths
- **Do** look after school property
- **Do** respect all grown ups
- **Do** keep the school tidy
- **Do** hang up coats
- **Do** wear correct uniform
- **Do** make visitors welcome
- **Do** smile and be happy