

	Name of Policy	Behaviour Policy
	Name of School	St. Joseph's Catholic Primary
	Policy review Date	Autumn 2018
	Date of next Review	Autumn 2021
	Who reviewed this policy?	Curriculum Committee

Aims of the school

St Joseph's Catholic Primary School has a mission statement, which is reflected in all aspects of school life: *'The Community of St. Joseph's School follows the example of Christ, accepting and respecting everyone, as we learn to grow together, safe in His love'*

It is a brief mission statement so that every child in the school can learn it. More specifically we aim:

- a. To grow and develop in the Catholic Faith following the example of Christ
- b. To provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical growth of our children
- c. To teach children care and respect for one another

We hope that through our work, all of us associated with the school can be filled with wisdom. Whatever stage we are at in our faith journey we should be ready to learn and to share our wisdom with others.

"Ethos is the characteristic belief and spirit of a given community"¹

We hope that our school can promote an ethos where we can all grow in God's love. By ethos we mean the "atmosphere or climate which can somehow be sensed within a school community"². Ethos is created by a great many influences, which affect the quality of relationships and the process of learning within the school. Each school has its own distinct environment which can be seen in:

1. The atmosphere of welcome,
2. The visible signs of care, concern, respect for all who make up the school community,
3. The décor notices and displays.

The ethos is created.

The inspiration for this comes from our gospel values:

- The belief that all human beings are uniquely created and loved by God and worthy of respect.
- These principles underpin all the rules of behaviour and discipline within the school and apply to staff and pupils alike.
- Parents and other visitors to the school are also expected to abide by these principles. It is by the whole community adhering to this policy that pupils will maximise a positive learning experience.

¹"Evaluating the distinctive nature of a school" – CES pg.c-1

²"Our schools and our faith – Jim Gallagher.

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Aims of this Policy

- To create an environment where learning and teaching can occur effectively for all pupils and staff.
- To enable good discipline to be maintained and managed in a fair and equal manner throughout the school.
- To inform staff, parents, pupils and governors of the set procedures in maintaining good discipline throughout the school.
- To enable a whole school approach to maintaining good discipline in order for effective learning and teaching to take place.
- To promote a strong Catholic ethos of equity and respect.
- An acquirement of respect for all property, rules and people, in addition to developing some degree of self-discipline.

Respect for others

It is essential that everyone shows respect for one another in order that the work of the school may progress. ***Teachers have the right to teach. Pupils have the right to learn***

Self discipline and Self respect

The basic school rules and expectations are contained in the following section.

These aim to give clear guidance to staff, pupils and parents as to acceptable and agreed behaviour and procedures in most situations. School rules cannot cover every eventuality and we expect common sense and consideration for others to guide our actions in those situations for which there is no specific rule.

By following the rules and acquiring habits of good behaviour pupils will develop self-discipline. Good behaviour and consideration for others will attract praise and approval, and feelings of self-worth and self-respect.

Acquiring the ability to distinguish between Right and Wrong

As children mature we expect them not only to learn good habits but also to develop a moral sense of what is a right action and what is a wrong action. We believe that our Behaviour and Discipline Policy encourages this development, not simply by stating a set of rules to be followed without argument, but by setting a standard for everyone in the school community to meet. Good behaviour and consideration for others will be rewarded and, where our expectations are not being met, disciplinary sanctions will be applied fairly and consistently.

Incentives

It must be recognised that perhaps the most important aspect of any learning environment is the positive rewards children receive from both adults and their peers. We can create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves. At St Joseph's School there are four Houses, into which the children are divided: St. Anne, St Edward, St Helen, and St Paul. House points are awarded to children for all aspects of work and behaviour in the school. At the end of each week, the House points are totalled for the award of overall winner.

Pastoral Care

At school we are concerned with the "whole" child and not just academic achievement. If your child doesn't appear to be happy then it is likely that she/he will not do very well. For this reason each class teacher will be concerned with how children are getting on with each other and how

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learn to grow together, safe in His love***

they will get on with adults. If a child appears to be unhappy, the class teacher will initially aim to support the child in dealing with the root cause of this, provided it is only a minor disagreement. There are many tools such as the class 'worry box' and 'Circle time activities' as well as assemblies that provide opportunity and resources to deal with such issues. Should the problem persist or is of a nature thought to be related to child abuse then the matter will be brought to the head teacher and in turn the school will contact social services (if appropriate) and parents to discuss the matter.

Staff are expected to know the children well and to be aware of their needs. This is considered a strength in our small school. On occasions, a child will be issued with a 'Timeout card'. The child may show this card if they need to go inside, possibly to avoid confrontation. There will be no discussion on the playground and the child will ask at the office for a senior member of staff who will deal with the situation. Timeout cards are generally used for anger management but have also proved helpful to children who are having a continual problem on the playground with social situations.

We follow the 'Stay on Green' strategy for behaviour.

Aims:

- For children to understand what 'green' behaviour is.
- To encourage children to move beyond 'green' with their behaviour.
- To make positive choices and be recognised for achievements.
- For children to take responsibility for their behaviour.
- For children to accept that there are consequences to making the wrong choices.

Principles:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who are regularly following the rules are noticed and rewarded.

Strategy allows for:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

Whole Class Benefits:

The class will work together towards a whole class reward of 'green time' by collecting the most 'green points' in their year group during the week. Each class' 'green points' are counted on Friday and if they meet the threshold the class receives 'green time' in the afternoon. Green time may include: outside playtime; classroom games; interactive whiteboard games; DVD.

Individual Benefits:

- Children who consistently demonstrate good behaviour are recognised.
- Children are encouraged to demonstrate higher levels of behaviour and go beyond 'green'.
- This behaviour is discussed and rewarded.
- Children become positive role models for their peers.
- Children are valued and play an important part in the school's community.

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STAY ON GREEN ensures that:

- Children are praised for making the right choices;
- Children are recognised for being consistently good;
- Children continuously see the benefits of doing the right thing.
- Parents are informed of unacceptable and inappropriate behaviour;
- All unacceptable and inappropriate behaviour is addressed and NOT ignored;
- Senior staff are involved immediately a child displays 'Red' Behaviour.

Colour	Behaviour	Consequences
Green	FOLLOWING 'STAY ON GREEN' EXPECTED BEHAVIOUR. <ul style="list-style-type: none"> • Following the Golden Rules; • Always doing your best; • Being polite and helpful; • Working well with others; • Good listening; • Sitting on chair or carpet properly. 	1 point awarded every day. 'Green time' on a Friday afternoon if the thresholds are met.
Gold	Being an excellent role model by: <ul style="list-style-type: none"> • Having an excellent attitude at all times; • Consistently displaying exceptional behaviour; • Significant achievement; • Showing initiative; • Being responsible and pro-active; • Constantly displaying 'Silver' behaviour. 	Gold certificate given in Friday assembly. Name entered in Gold Book. 5 points awarded.
Silver	Being a very good role model by: <ul style="list-style-type: none"> • Making a very good effort in every lesson; • Consistent politeness; • Thinking of others before yourself; • Being self-motivated; • Encouraging others to do the right thing; • Constantly displaying 'bronze' behaviour without adult prompting. 	Silver certificate sent home. 3 points awarded.
Bronze	Being a good role model by: <ul style="list-style-type: none"> • Taking pride in your own work; • Including others in the class and in the playground; • Working independently; • Being kind and supportive to others; • Asking thoughtful and enquiring questions; • Participating in partner/group discussion. 	Bronze sticker given in class. 2 points awarded.

<p style="text-align: center;">Blue</p>	<p>Warning: Pupil is reminded of 'Green Behaviour'.</p> <p>Showing less than expected behaviour by:</p> <ul style="list-style-type: none"> • Any low level disruption such as talking, not listening; • Not following instructions; • Calling out, disturbing others. • Moving around the classroom without permission; • Running, careless pushing in the corridor; • Name calling; • Arguing with peers; • Littering. 	<p>Name is moved to 'blue' and pupil is told why their behaviour is not acceptable. Move back to 'green' if good behaviour is maintained for the rest of the session.</p>
<p style="text-align: center;">Yellow</p>	<p>Warning: Pupil is reminded of 'Green Behaviour'.</p> <p>Showing inappropriate behaviour by:</p> <ul style="list-style-type: none"> • Persistent 'Blue' behaviour; • Damaging other people's or school property; • Throwing things; • Shouting/calling out during teaching time; • Deliberately hurting someone's feelings; • Being rude or answering back; • Deliberate pushing in the corridor. 	<p>Name is moved to 'yellow', pupil is given reflection sheet and timer and sent to carpet colour of the year above to complete the sheet and reflect on their behaviour. Move back to green if good behaviour is maintained for the rest of the session. If behaviour persists a 'yellow' note is sent home.</p>
<p style="text-align: center;">Red</p>	<p>Warning: Pupil is reminded of 'Green Behaviour'. However, if an incident occurs a warning does not have to be given.</p> <p>Showing unacceptable behaviour by:</p> <ul style="list-style-type: none"> • Persistent 'Yellow' behaviour; • Walking out of class without permission; • Serious disobedience; • Being racist; • Fighting; • Swearing or lying; • Stealing; • Hurting others on purpose; • Refusal to work. 	<p>Name is moved to 'red', pupil is sent to a member of SLT and is excluded from class for the rest of the day. Parents are informed. Red form to be completed and filed in 'Stay on Green' folder.</p>

Lunchtime Behaviour Management

- All children must follow staff instructions. This means that children must do as the Midday Assistants ask them to do without answering back.
- All children must follow the playground rules.

Good Lunchtime Behaviour

The Lunchtime Assistants will be looking out for well-behaved pupils each week. One will be chosen from each class every week. These pupils will receive a certificate at Friday's assembly.

Lunchtime Assistants carry a book in which they will record names of children who do not follow their instructions or the playground rules. Books will be monitored and, where a child's name appears more than once in a week, the class teacher will be informed.

Further action

If a pupil is frequently referred for behavioural problems, staff will consider whether it is necessary to seek assistance from LA support services and other outside agencies who may be asked to help in accordance with the procedures laid out in the schools SEN policy.

When all these steps have been taken, and the pupil's behaviour has not improved, then it will be necessary to consider the remaining two stages on the discipline hierarchy:

- Exclusion from school for a fixed term period.
- Permanent exclusion.

Major offences, such as a serious assault on another pupil or a member of staff, will lead directly to fixed term exclusion, regardless of the pupil's history. The Head teacher and Deputy/Assistant Headteacher, deputising for the Headteacher, have the authority to exclude. No one else can threaten to or exclude a pupil unless given this authority.

There will be times when an action warrants an immediate exclusion, also persistent extreme behaviour. Issues to do with Health and Safety and the prevention of learning and teaching may also lead to exclusion e.g. any serious incident particularly where the safety of any member of the school community is put at risk, may result directly in a temporary exclusion.

- Examples of serious incidents are:
 - Verbal abuse i.e. swearing - foul language
 - Fighting
 - Bullying
 - Racial abuse or intimidation
 - Inflicting physical harm
 - Causing a serious breakdown in class discipline
 - Putting own self at health and safety risk

A child may immediately be removed from their classroom environment in order to maintain a safe and secure learning environment

A Reintegration Interview will be convened between the school, parents and pupil (where appropriate) before the pupil's return to school. In extreme cases the Headteacher may take the appropriate steps towards the permanent exclusion of a child.

It is preferable for the appropriate support and intervention to be made available, enabling the child to continue to benefit from full time education. The needs of other children will need to be balanced with the needs of the individual child.

Positive Handling

The ethos of the school is that control of the pupils should be based on good personal/professional relationships between the staff and pupils. However circumstances may arise in which staff have to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when all other alternatives have been or cannot be tried (See our Positive Handling Policy). Staff who are working with pupils with challenging behaviour will receive positive handling training. It is our intention to provide this training for as many staff as possible.

Pupils with Emotional & Behavioural Difficulties

We have to acknowledge that as a school we have children with needs i.e. physical, emotional, learning, behavioural, social.

Children whose behaviour not only impinges on themselves but on the school as a whole.

All pupils, including those with emotional and behavioural difficulties, have the same right to be educated in our school.

A positive approach (rather than a negative reaction) has a positive impact on behaviour.

We aim to provide positive experiences for all members of our community (pupils, parents/carers/staff/visitors).

We recognise that many factors can influence behaviour and that different people have different learning styles.

Practical strategies have been put in place to support children with emotional and behavioural difficulties. These include:

- Support by SENCO
- In school counselling service
- Teaching Assistants
- Time Out Cards

Anti-Bullying Policy

At St Joseph's School we believe that:

- "Before all else people should find in Catholic Schools an atmosphere of sincere respect and friendship"³
- A personal relationship is always a dialogue rather than monologue. We try to give serious consideration to the relationships and system of communications, which exist between all members of staff at every level.
- The visible signs of care, concern, respect for all who make up the school community,
- Problems should be discussed and conflict avoided.

What is bullying?

Bullying is a wilful, conscious desire to hurt or threaten or frighten someone else. It occurs several times on purpose.

The act of bullying need not be physical. Name-calling, teasing and isolating individuals from friendship groups can be just as damaging. Indeed, these forms of 'mental' or psychological bullying can often be far more damaging to self-esteem, and are more difficult to deal with as they often go unobserved. The special cases of sexual and racial harassment are dealt with separately in the following section.

We have the right to feel safe and happy, wherever we are, whoever we are. All acts of bullying are in direct conflict with our *aims*.

Our aims

- ❖ There is no place for bullying in St Joseph's school, and our aim is to eliminate it.
- ❖ We will give appropriate support to victims of bullying.
- ❖ We will apply appropriate sanctions to those individuals or groups involved in bullying and will develop a positive plan to change this behaviour.
- ❖ Instances of bullying **that are reported** will never be ignored. They will always be taken seriously, and dealt with in a proper manner.

Expectations of Pupils

If you are being bullied, or you believe another pupil is being bullied, you must tell someone. This could be your *class teacher, teaching assistant, midday assistant, deputy or head teacher* or your parents. Most adults take bullying very seriously, so if the first person you tell doesn't believe you, tell someone else.

- If you do not want to tell someone, you can write it down and put it in the worry box.
- Remember that it is not your fault and that it is not normal or acceptable behaviour
- Avoid reacting to a bully in a violent manner. Keep calm (they won't like this) and report the incident as soon as possible.
- Make sure you follow the code of conduct and show consideration to others at all times.

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Expectations of Staff

- Be aware of situations that could reflect instances of bullying – children who appear tense or upset.
- Be aware of children who are being isolated in class or from friendship groups.
- React positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school's code of conduct and policy on bullying.
- Ensure that the *appropriate member of staff* is informed of any instance of bullying, and what action you have taken.

Remember that adults can be bullies too and it is essential that all staff, by example:

- show that problems can be solved by negotiation;
- deal with problems calmly;
- show tolerance, courtesy and respect to each other and our pupils/students and parents;
- foster positive relations with pupils/students and parents and
- deal with incidents of bullying promptly.
- Report all incidence of bullying whether between children, adults or children and adults

Expectations of Parents

The role of parents is vital in supporting and reinforcing school policy on bullying. Please follow our code of conduct and encourage your child to

- Follow the code of conduct
- Report instances of bullying

You should

- Report any concerns about bullying to the school promptly and follow this with a written record.
- Make sure you get feedback by arranging a follow-up appointment through the school office.
- Let the school deal with a bullying problem; don't approach alleged 'bullies' or members of their family yourself.
- Come back to the school immediately if you have further concerns or a bullying problem appears to be continuing or resurfacing.

General Information and advice

All schools experience problems of bullying. For most children growing up involves learning how to build relations with others. This is not always a smooth process as children vie with one another for attention and approval, from peers and parents. Most parents are painfully aware of this as brothers and sisters squabble and, sometimes, fight.

Whilst we all encourage children to be tolerant and get on with one another, conflicts will arise. As children mature their emotions can be very sensitive, and offence can be taken when none was intended. Getting children to talk about upsetting experiences, real or imagined, is far

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better than leaving them to 'stew' over matters. Be aware also that, in school, gossip and rumour are commonplace and conflicts often arise through misinformation.

It is for these reasons that we always try to expose bullying issues as quickly and openly as possible, in a constructive manner.

Unfortunately, for some children 'bullying behaviour' outside of school is seen as normal. Indeed, bullying in the home is not uncommon, nor is bullying in the workplace. For these reasons the school includes issues of bullying in its Personal, Social, Health and Citizenship Education Curriculum so that these matters can be aired in a frank and open manner.

Procedures for dealing with incidents of Bullying

These guidelines should be followed by all staff, teaching and non-teaching, who are aware of, or suspect, any instance of bullying.

1. Action and support for the victim must be provided as quickly as possible.
2. The appropriate member of staff must be informed immediately, of your concerns and this must be followed by a written report.
3. The appropriate member of staff must follow up the incident as quickly as possible making sure that written statements are taken from the children/adults concerned.
4. The appropriate member of staff should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come into school to discuss the situation.
5. Counselling of the bully and the victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
6. The bully and his/her parents must be left in no doubt of the schools view of bullying and of the range of sanctions that may be imposed should there be a repeat.
7. Where bullying is between a child and adult it will be treated in the same manner. Statements will be taken and all parties given the opportunity to state the facts. The appropriate authorities and parents will be informed and the sanctions imposed as appropriate. It may be appropriate to involve outside agencies.
8. Bullying between adults within the workplace will be treated with the same response. Statements will be taken and all parties given the opportunity to state the facts. The appropriate authorities will be informed and the sanctions imposed as appropriate.

Dealing with Racial and Sexual Discrimination and Harassment

At St Joseph's School we believe that :

- *Everyone should be treated with respect and courtesy*
- *Consideration should be given to other people, their feelings and opinions*
- *Problems should be discussed and conflict avoided*

Acts of discrimination and harassment are contrary to *our aims*.

Discrimination: making a distinction between people based on race or gender and acting on that distinction to someone's advantage or disadvantage.

Harassment: behaving towards someone in a way that is unwelcome or hostile because of their race or gender.

Our Aims

- To treat every individual, regardless of gender, social or cultural background, ethnic origin or religion as being of equal value and having the same entitlement to educational opportunities.
- There is no place for discrimination or harassment on the basis of gender, ethnic origin or culture in St Joseph's school, and our aim is to eliminate them.
- To provide our pupils' with knowledge and understanding of other cultures by providing a wide range of experiences: these will involve discussion and debate, displays, including artefacts and poster, visits and visitors, and the use of music, dance and drama.

Expectations of Pupils

If you are being harassed, or you believe another pupil is being harassed, you must tell someone. This could be your *Class Teacher/teaching assistant/other staff member* or your parents. Most adults' take racial and sexual harassment very seriously, so if the first person you tell doesn't believe you, tell someone else.

- Remember that it is not your fault and that it is not normal or acceptable to sexually or racially harass someone.
- Avoid reacting to harassment in a violent manner. Keep calm and report the incident as soon as possible.
- Make sure you follow our guidance and show consideration to others at all times.

Expectations of Staff

- All incidents of discrimination and /or harassment must be dealt with positively and immediately.
- Report all incidence of bullying whether between children, adults or children and adults.
- Staff (and parents) must be careful to avoid using patronising language when helping to solve problems with pupils. Be aware of saying things which may worsen the situation such as "don't call him x, he can't help being x/that way".
- React positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school's code of conduct and policy on harassment.
- Ensure that the appropriate member of staff is informed in writing of any instance of harassment, and what action you have taken.

By example

- Deal with problems calmly
- Show tolerance, courtesy and respect to each other and our students
- Foster positive relations with students
- Deal with incidents of discrimination and harassment promptly

Expectations of Parents

The role of parents is vital in supporting and reinforcing school policy on racial and sexual harassment. Please encourage your child to

- Follow the code of conduct
- Report instances of discrimination

Young children may find it difficult to recognise some of the more subtle forms of discrimination e.g. non-inclusion of individuals based on gender or race “this game is too rough for girls”

You should

- Report any concerns about racial or sexual discrimination to us promptly;
- Make sure you get feedback;
- Let us deal with the problem in school, do not confront the offender or their family yourself;
- Come back to the school immediately if you have further concerns or a problem appears to be continuing or resurfacing.

General information and advice

We expect to be treated with respect and dignity regardless of our gender or background. This was not always the case, as the struggle for women’s and workers’ rights earlier in the last century testifies. Indeed, struggle against discrimination in the workplace continues today. Today there is a richness and diversity of culture and experience in our country which is part of our heritage. This provides a unique opportunity to understand and share the customs of others and their various responses and contributions to our daily life.

Unfortunately, not all adults welcome such diversity and their children bring into school attitudes and language that are not always tolerant or appropriate.

Young children often repeat the language used outside school with little understanding of meaning. Whenever appropriate we will therefore make parents aware that we have a policy of welcoming and celebrating cultural and religious diversity. This may be on an individual basis or addressed during meetings, assemblies, celebration events, curriculum topics, school visits or invited guests.

Children need affirmation of the value of people all colours, cultures and genders. They also need to be helped towards avoidance of stereotypes and misinterpretations that can form at a very early age.

Racist incidents may come in many forms for example young children refusing to hold hands or sit next to or partner a child. In older pupils it may be name calling, repeating comments brought from outside school, an aggressive manner towards ethnic minority pupils and imitating accents.

We recognise that young children innocently use the colour of a child's skin as a way of identifying a child to someone else. We must encourage pupils to develop non-discriminatory attitudes towards others.

The school will, therefore, both in social situations and through the curriculum (in areas such as Social, Moral, Spiritual, and Cultural Education, Religious Education, Art, Music, Drama and Dance) continue to develop a wider understanding of Religious and cultural differences. 'Circle Time' will be used as a tool to discuss PSHCE topics and encourage tolerance and respect.

Procedures for dealing with incidents of racial and sexual harassment

All staff, teaching and non-teaching, who are aware of, or suspect, an instance of racial or sexual harassment, should follow these guidelines. (Staff should be sensitive towards the difference between unwitting discrimination and harassment.)

1. In cases of discrimination it should be explained, calmly and quietly, why this may give offence and be discouraged.
2. Incidents of harassment should be picked up immediately and it must be made clear that this is unacceptable. Action and support for the victim must be provided as quickly as possible.
3. The appropriate member of staff must be informed immediately, of your concerns.
4. The appropriate member of staff must follow up the incident as quickly as possible making sure that written statements are taken from children concerned (see appendix 3).
5. The appropriate member of staff should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come in to school to discuss the situation.
6. Counselling of the offender and victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
7. The pupil who harasses others, and his/her parents, must be left in no doubt of the school's view of harassment and of the range of sanctions that may be imposed should there be a repeat.
8. If incidents involve members of staff the same procedures will be followed. Statements will be taken and all parties given the opportunity to state the facts. The appropriate authorities will be informed and the sanctions imposed as appropriate.

Use of Reasonable Force /Physical Intervention

The ethos of the school is that control of pupils is based upon good personal/professional relationships between staff and pupils.

ALL SCHOOL STAFF have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Teachers and other named non-teaching staff have also been authorised by the Head Teacher, to use positive handling strategies from 'Team Teach' and attended the certificated course run by the Behaviour Support Service. A list of these staff is available from the school office. All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded stating:

- The name of the pupil(s) involved
- The date and time reasonable force was used
- Why reasonable force was necessary
- How restraint was carried out
- Who restrained the child
- How long the restraint lasted
- Who was present during the period of restraint
- Any marks noted on the child as a result of the incident and how they occurred
- Action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident

The pupil's parent/carer will be informed when it has been necessary to use reasonable force to control or restrain a pupil.

Searching Pupils

School staff can search pupils with their consent for any item which is banned by the school rules.

Head teachers and staff authorised by the head teacher have the power to search pupils, their possessions, or any mobile devices they may have in school, without consent where they suspect the pupil has weapons, alcohol, illegal drugs, stolen items or been involved in online bullying.

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, **they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police.** This power applies to all schools and **there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search** and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:

In determining a ‘good reason’ to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Please refer to Searching, screening and confiscation at school (DfE, January 2018):

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Allegations of abuse against staff

Allegations of abuse against staff will be dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is subject of the allegation. The following policies must be referred to: Disciplinary Policy and Managing Allegations against Children.

Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

If a pupil has made a malicious accusation against a member of school staff they will be subject to disciplinary action. This may include, depending on the nature of the incident, exclusion. A leaflet outlining the school’s safeguarding procedures and who to speak to, to raise concerns will be given to visitors to the school and be available for parents from the reception area.

Parents’ Role

Parents/ carers are asked to sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents/carers are expected to themselves behave in an appropriate manner in and around school. School staff, pupils and visitors have the right to expect their school to be a safe place to work and learn. If a parent/carers has concerns we will always listen to them and seek to address them.

However, abusive, threatening or violent behaviour will not be tolerated. If such behaviour occurs we will follow the procedures outlined in the London Borough of Havering’s guidance – ‘Keeping Schools Safe’ and within the schools own policies.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Please see appendix ?? and ?? for a copy of the home school agreement and a poster outlining the expected behaviour for visitor.

Exclusion

Please refer to the Exclusion from maintained schools, academies and pupil referral units in England DfE guidance Sept 2017

The head teacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. 10

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent review panel. Schools are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a fixed penalty notice or be prosecuted if they fail to do so.

Links with other policies:

- Online Safety Policy
- Peer on Peer Abuse Policy
- Positive Handling Policy
- Equality and Diversity Policy
- Inclusion Policy