

# King's Cliffe Endowed School



## BEHAVIOUR POLICY

SEPTEMBER 2018

REVIEW DATE - SEPTEMBER 2019



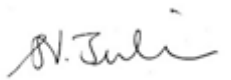
# KING'S CLIFFE ENDOWED PRIMARY SCHOOL

## Behaviour Policy

**Policy Updated** – Sept 2018

**Review Date** – Sept 2019

Chair of Governors:

  
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(signed)

Date policy ratified by Governing Body: 24<sup>th</sup> September 2018



# King's Cliffe Endowed Primary School

## Behaviour Policy

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### This policy is based on legislation from the following:

Education Act 1996  
School Standards and Framework Act 1998  
Education Act 2002  
Education and Inspection Act 2006  
Education Act 2011

### This policy is based on guidance from the following:

'Behaviour and Discipline in Schools – Advice for head teachers  
and school staff' (DfE – January 2016)



## SECTION 1: The Policy

King's Cliffe Endowed Primary School is committed to promoting respect, fairness and social inclusion and these are the principles underlying this behaviour policy. We will comply with equalities legislation and the duty to promote the well-being of pupils.

We are committed to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the school community.

This policy will be applied with consistency and fairness. The emphasis will be on encouraging positive behaviour through positive management and rewards in lessons.

All pupils can expect sanctions to be applied firmly, fairly, proportionately, consistently and reasonably.

The Governing Body will monitor, evaluate and review this behaviour policy annually.

### **The Aims of this Policy are:**

- To promote and reward good behaviour
- To develop self-discipline and respect, where each pupil learns to accept responsibility for his/her actions
- To prevent bullying
- To establish an understanding that pupils complete all academic tasks, enabling them to reach their full potential
- To develop acceptable rules that regulate the conduct of pupils
- To develop a consistent approach to behaviour throughout the school
- To promote parental co-operation and involvement, with parents encouraging their children to demonstrate positive behaviour and parents supporting the school's authority to discipline its pupils
- To provide a positive learning environment in which pupils feel safe
- To ensure all pupils show respect and courtesy towards teachers and other staff and towards each other

### **At King's Cliffe Endowed Primary School we believe:**

- In a consistent approach to behaviour management where staff, the governing body, parents/carers and pupils understand and accept high expectations of behaviour
- That strong school leadership at all levels is key to promoting self-discipline and respect with pupils feeling safe. Their right to participate and learn without disruption is paramount
- It is key that pupils' needs are met through lessons that are tailored to their abilities, ensuring that pupils complete assigned work
- Staff must have a clear understanding of the strategies needed to ensure high standards of classroom management
- All staff, pupils and parents must understand the school's Rewards and Sanctions systems, which need to be clear and defined so that pupils fully understand what is required to gain appropriate recognition for their work and behaviour, but also to be aware of what will be accepted and tolerated. We expect everyone to be honest, accept responsibility for their actions,



respect the rights and property of others, take into consideration pupils' views, and understand the consequences of negative and unacceptable actions in order to develop a culture of self-discipline in all areas

- The consistent implementation of accepted behaviour strategies is key in ensuring that pupils appreciate and adhere to accepted good practice. Continual reinforcement is essential
- Continued staff development on the understanding of the school's expectations is essential
- Pupil support systems are essential if positive and supportive behaviour structures are to be effective with clearly defined processes, actions and consequences laid out in an appropriate and logical manner which is understood by all
- Effective links with parents are vital. Two-way communication and methods of discussing policies and procedures is essential. Parents should be made fully aware of the accepted processes when liaison between school and the home occurs. Similarly, support from external agencies should have set structures and processes so that smooth dissemination of information can take place with the processes understood by all
- The development of a clear and simple process with appropriate external agencies is vital to the managing of pupil transition to other educational providers
- This behaviour policy acknowledges the school's legal duties in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND)

### **This Policy will:**

- Define acceptable and unacceptable standards of behaviour
- Enable the school to provide a positive, supportive and safe environment for pupils and staff
- Ensure the school's expectations and strategies are widely known and understood
- Encourage pride and respect for the school
- Promote care, respect and consideration for others
- Promote consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Clarify the roles and responsibilities of pupils, staff and parents
- Ensure the Head Teacher with the Governing Body deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation



## **SECTION 2: Strategies and Expectations**

### **2 (a) Effective Strategies**

We, the staff at King's Cliffe Endowed Primary School, acknowledge that behaviour is best when:

- Lessons are well prepared, differentiated, interesting and enjoyable
- There is effective teacher management of classroom protocols, e.g. where pupils sit
- We have a clear Whole School Behaviour Policy that is open and transparent and understood by all
- Good behaviour is taught through positive experiences, reinforcement and consistency
- We reward good behaviour and good work
- We work together as a team and communicate effectively with each other
- We engage pupils and use their skills where appropriate
- We engage and communicate well with parents
- We always challenge unacceptable behaviour, even minor incidents
- We use our established school-based resources appropriately to ensure all the above are implemented effectively
- We liaise positively with relevant outside agencies
- We always follow through on sanctions and ensure these are tiered and consistent across all subjects and year groups

### **2 (b) Expectations**

#### **PUPILS**

Every pupil is expected to be aware of, understand and follow the codes of behaviour.

#### **GENERAL CODE OF BEHAVIOUR**

**At King's Cliffe Endowed Primary School we will:**

- Treat pupils, staff, visitors and members of the community with courtesy and consideration
- Respect each other's property, individuality, culture and background
- Respect and look after school property, including keeping it clear of litter
- Be responsible for our own behaviour and ensure that school is a safe and happy place for everyone
- Strive to achieve our true potential and support others to do the same
- Attend school regularly, on time and appropriately dressed
- Complete all set homework to the expected standard and ensure it is handed in on time
- Know that any behaviour that falls short of our expectations will be dealt with appropriately and reasonably



## ACCEPTABLE BEHAVIOUR IN LESSONS:

Pupils and staff have worked collaboratively to decide on our school motto:

### Growing a Love for Learning

## And we acknowledge that everyone in our school has...

The right to be treated with **RESPECT** by:

- Respecting each other's opinions by listening carefully to everyone's ideas
- Being polite to and appreciative of each other
- Looking after our learning space by keeping it clean and tidy
- Following instructions first time

The right to **LEARN** by:

- Allowing everyone to take turns, so we all have a chance to learn
- Working as hard as we can
- Supporting and encouraging each other to succeed
- Completing class work and homework on time

The right to **FEEL** and be **SAFE** by:

- Always using kind hands, kind feet and kind words
- Ensuring everyone is safe in the classroom e.g. 4 chair legs on the floor when sitting down
- Appreciating and understanding that we all have different values

### The following will not be tolerated:

- Using offensive, insulting or intimidating language or swearing, either verbally or electronically
- Any form of violence, bullying or intimidation
- Disrupting teaching and learning
- Making malicious allegations against the school or any individuals therein
- The bringing onto school premises, or the use of or carrying of, any prohibited items as per the 1996 Education Act, for example:
  - knives and weapons (real or imitation or sharp or dangerous objects)
  - Laser pens
  - Alcohol (including being under the influence of)
  - Illegal drugs (including solvents and including being under the influence of)
  - Stolen items
  - Tobacco and cigarette papers (including matches and lighters)
  - E-cigarettes
  - Fireworks



- Indecent pictures
- Any article that has been or is likely to be used to commit an offence, cause personal injury, or damage to property

### **Other items banned in school:**

- Chewing gum
- Mobile phones
- Music players

Any such behaviour will be considered a serious breach of the behaviour code.

Under exceptional circumstances, if you need your child to have a mobile phone in school then arrangements must be made with Mrs Bowyer or Mrs Cunningham for the phone to be handed into school first thing in the morning and collected by your child at the end of the day.

(Staff may search pupils for any prohibited or banned items without their consent - see section 5 on Searching and Confiscation)

Staff are not responsible for the loss or damage of any banned item.

In addition, King's Cliffe Endowed Primary School does not accept the following:

- Any form of behaviour deemed to be 'dangerous'
- Physical aggression to pupils or staff
- Verbal aggression to pupils or staff
- Stealing from school staff or other pupils
- Inappropriate use of ICT
- Damaging school property or leaving litter in and around the school site
- Absence, lateness, temporary or early departure from lessons or school without permission
- Improper school dress that does not conform to the school dress code
- Spitting

## **Pupils' conduct outside the school gates**

### **Teachers' powers - what the law allows:**

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Teachers may discipline a pupil for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- In some other way identifiable as a pupil at King's Cliffe Endowed Primary School

Or when the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school



## SECTION 3: Consequences and Sanctions

All staff have the authority to apply the following sanctions and consequences, if a pupil's behaviour is unacceptable.

- Non-verbal warning (a look or signal)
- Proximity of support
- Verbal warning
- Adjusting seating arrangements in the classroom
- Discussion with pupil during or after the lesson
- Establishment of time (detention) during Break and/or Lunchtime for the student to 'catch up with missed work'
- Phone calls/letters home
- Parent/carer meetings
- Removal of privileges – e.g. trips out

**A 'Behaviour Report Form' (Appendix 1) should be completed by the member of staff and passed to the Head Teacher, if the behaviour is felt to be beyond the level requiring discussion with the pupil.**

### Detentions

#### What the law allows:

Teachers have a legal power to put pupils (aged under 18) in detention. It is a school's right to impose a detention during or after school hours. As a school we would normally carry this out during school hours. Under exceptional circumstances detentions outside school hours may be imposed.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the student does not have permission to be absent
- Weekends – except the weekend preceding or following the half term break
- Non-teaching days – usually referred to as 'training days' or 'INSET days'

All members of staff, including support staff, can impose detentions (establishment of time).

### Matters to consider when imposing detentions

Parental consent is not required for detentions, although parents will be informed if the detention is out of school hours.

With lunchtime and break time detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

### Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- Whether the detention is likely to put the pupil at risk



- Whether the pupil has known caring responsibilities which mean the detention is unreasonable
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

If the sanctions and consequences above have failed to result in a change in pupil behaviour, the Head Teacher will contact parents to arrange a meeting.

The Head Teacher will consider implementations of the following sanctions and consequences, as deemed appropriate:

- Phone call/letter home
- Detention out of school hours
- Meeting with parent/carer
- Placing pupil on 'Monitoring' report
- Withdrawal of pupil privileges (e.g. school club or trip)
- Pupil and parent meeting with Head Teacher and another member of the governing body

In supporting the above, the Head Teacher may activate an internal exclusion or temporary or permanent exclusion.

Pupils referred to the Head Teacher as a result of a serious incident, will be dealt with in accordance with the Serious Incident Procedure.

### **Serious incident procedure**

Should an incident of an extremely serious nature take place in school, e.g. a fight or unacceptable verbal aggression, the following procedure should take place:

- The Head Teacher contacted immediately. In her absence, the immediate contact should be with the member of staff identified as being 'In Charge' that day
- The Head Teacher/member of staff 'in charge' will remove the pupil from lessons and/or the main body of the school and will ensure that contact is made with parents
- The pupil will remain at school but off timetable and supervised by the Head Teacher/member of staff 'in charge'
- Parents will be asked to attend a meeting at the school with the Head Teacher, at the earliest opportunity
- All staff and pupils who were involved, who intervened in or observed the event, should write a statement (Appendix 2 - 'Witness Statement') It may well be that a pupil statement is taken by a member of staff, but this should be someone who has not been directly involved in the incident. Such statements should be written, signed, timed and dated
- Following a thorough investigation into the incident, the Head Teacher may take the decision to impose a fixed internal exclusion or fixed term or permanent exclusion. In doing so, the school will follow the guidance given by the DFE in its document "Exclusion from Maintained Schools, Academies and Student Referral Units in England"
- Serious incidents may also be referred to the police. This may be for clarification as to the police view of the incident. However, the referral may result in advice/warnings being issued to pupils as to their current and future conduct. It may also result in police action being taken



## **Permanent Exclusion**

Permanent Exclusion will be considered for either a single serious incident; or a consistent refusal to adhere to the school's rights and standards of expected behaviour; or for the possession or use of any of the prohibited items as described in Section 2b.

## **SECTION 5: Searching and confiscation**

The Head Teacher and staff authorised by her, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. (Prohibited items are listed in Section 2b)

### **Searching with Consent**

#### **Schools' common law powers to search:**

School staff can search pupils with their consent for any item.

#### **In addition:**

- The King's Cliffe Endowed Primary School is not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or ask to look in the student's bag and for the student to agree
- If a member of staff suspects a student has a prohibited or banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher will apply appropriate sanctions as set out in The King's Cliffe Endowed Primary School's behaviour policy (serious incident)

### **Searching without Consent**

#### **Establishing grounds for a search**

- Members of staff will undertake a search without consent, if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item or a banned item as identified in the school's Behaviour Policy
- The teacher must decide, in each particular case, what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item, or they might notice a student behaving in a way that causes them to be suspicious
- The member of staff conducting the search must be the same sex as the student being searched and there should be a witness (also a staff member)
- A limited exception to this rule is that a member of staff can carry out a search of a student of the opposite sex to them and without a witness present, if they reasonably believe there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff



## During the Search

### Extent of the search – clothes, possessions

#### What the law says:

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do
- 'Possessions' means any goods over which the student has or appears to have control – e.g. bags
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff
- Use of force - Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm, although such force **cannot** be used to search for items banned under the school rules

## After the Search

### The power to seize and confiscate items – general

#### What the law allows:

- A member of staff, as set out in Section 91 of the Education and Inspections Act 2006, can confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so
- A member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon, it must be passed to the police
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated
- If a member of staff conducting a search finds **alcohol**, they may retain or dispose of it and not return it to the student
- Where a member of staff finds **controlled drugs**, these must be delivered to the police as soon as possible
- Where a member of staff finds **other substances** which are not believed to be controlled drugs, these can be confiscated if they are believed to be harmful or detrimental to good order and discipline
- Where a member of staff finds tobacco or cigarette papers, they may retain or dispose of them and they will not be returned to the pupil
- Fireworks found as a result of a search may be retained or disposed of and not returned to the pupil
- Where a member of staff finds **stolen items**, the decision may be made to involve the police
- If a member of staff finds a **pornographic image**, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass the item to the police
- Where an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found,



it may be delivered to the police or returned to the owner. It may also be retained or disposed of

- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible
- Where a member of staff finds **an item which is banned under the school policy**, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it

#### Informing parents and dealing with complaints

- Staff at King's Cliffe Endowed Primary School are not required to inform parents before a search takes place or to seek their consent to search their child
- Although there is no legal requirement to make or keep a record of a search, the school believes that this should be good practice in all cases
- King's Cliffe Endowed Primary School will inform the individual pupil's parents/carers where alcohol, illegal drugs or potentially harmful substances are found
- 

## SECTION 5: Use of 'Reasonable Force'

#### What is reasonable force?

- The term 'reasonable force' covers a broad range of actions that involve a degree of physical contact with pupils
- 'Reasonable' means using no more force than is needed
- Force is usually used either to **control** or **restrain**
  - **Control** – e.g. standing between pupils, blocking a pupil's path, leading a pupil by the arm
  - **Restrain** is typically used in more extreme circumstances – e.g. to physically hold a pupil back to prevent violence or injury, when pupils are fighting and refuse to separate

#### Points to note:

- Staff at King's Cliffe Endowed Primary School will always try to avoid acting in a way that might cause injury to a pupil but, in extreme cases, it may not always be possible to avoid
- Schools do not require parental consent to use force on a pupil

#### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force. (Education and Inspections Act 2006)

#### When can reasonable force be used?

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



**This policy links with the following policies:**

- Exclusion Policy
- Safeguarding Policy
- Complaints Procedure Policy
- Anti-bullying Policy





# KING'S CLIFFE ENDOWED PRIMARY



## BEHAVIOUR REPORT FORM

<b>Student Name:</b>																															
<b>Gender:</b>			<b>Ethnicity:</b>			<b>LAC: (Y/N)</b>		<b>FSM: (Y/N)</b>																							
<b>Date:</b>					<b>Time:</b>																										
<b>Subject/Activity</b>					<b>Room/Area</b> (the incident occurred in)																										
<b>Incident Details (Please tick one or more that apply)</b>																															
Continuous refusal to work			<input type="checkbox"/>			Disruption of others' learning		<input type="checkbox"/>		Verbal aggression to peers		<input type="checkbox"/>																			
ICT abuse			<input type="checkbox"/>			Dangerous behaviour		<input type="checkbox"/>		Verbal aggression to staff		<input type="checkbox"/>																			
Littering			<input type="checkbox"/>			Physical Aggression to peers		<input type="checkbox"/>		Argumentative with staff		<input type="checkbox"/>																			
Damage to property			<input type="checkbox"/>			Physical Aggression to Staff		<input type="checkbox"/>		Poor behaviour on school visit		<input type="checkbox"/>																			
Fails to follow sanctions			<input type="checkbox"/>			Stealing		<input type="checkbox"/>		Disruption and disrespect to visitors		<input type="checkbox"/>																			
Smoking / Alcohol/Substance Abuse			<input type="checkbox"/>			Prejudice Based Language		<input type="checkbox"/>				<input type="checkbox"/>																			
<b>Type of Incident</b>																															
Emotional		<input type="checkbox"/>		Physical		<input type="checkbox"/>		Physical		<input type="checkbox"/>		Racist		<input type="checkbox"/>		Sexual		<input type="checkbox"/>		Homophobic		<input type="checkbox"/>		Verbal		<input type="checkbox"/>		Cyber Bullying		<input type="checkbox"/>	
Other than any of the incident categories above:																															
Antecedent: (What was going on before the incident occurred?)																															
Behaviour: (What actually happened?)																															
Action Taken:																															
Member of staff: _____ Signed: _____ Date: _____																															



# KING'S CLIFFE ENDOWED PRIMARY SCHOOL



## WITNESS STATEMENT

<b>Name of Witness</b>	
<b>Name of staff supervising this statement</b> (if a student witness)	
<b>Subject/Activity</b>	
<b>Room/Area</b> (the incident occurred in)	
<b>Date</b>	
<b>Time</b>	

Who was involved in the above alleged incident? (pupils, staff)

What happened?

What do you think may have caused the incident?

Signed (witness) .....

Date: .....

Signed (member of staff, if a student witness) .....

Date: .....