

# Heathfield Primary School



## Reflective Behaviour Policy

Signed Head:  
Signed Chair:  
Date:

## **Heathfield Primary School**

### **OUR ETHOS**

We aim to create a warm, welcoming, safe environment for visitors, staff and pupils alike. We place much emphasis on high standards of conduct and achievement by our pupils.

For this reason our school encourages:

High moral standards and personal qualities of good character and behaviour.

Good personal relationships, a sense of responsibility, teamwork and loyalty.

Social awareness, courtesy, consideration for others and sensitivity to one's surroundings.

Respect for other people's beliefs and culture, underpinned by British values.

Self-awareness, independence, a knowledge of health and safety and the ability to care for oneself.

An understanding of how to contribute to, and benefit from, living in a well organised community.

### **OUR PHILOSOPHY**

Schools make a difference: pupils' behaviour does not simply mirror behaviour at home. Schools should maintain their behaviour expectations, and not relax them because of external pressures.

The values of our school should be our values and not the values of the local estate, or a small sub group of pupils or parents.

Schools that form tight communities do better with behaviour management. A broad spectrum of adult roles in school, with adults engaging pupils personally other than in the classroom, enables trusting and respectful relationships to be built. It is the way pupils are treated that has the biggest impact on their behaviour.

All staff, not just teachers, need to see the importance of their whole school role in modelling and addressing behaviour expectations.

### **IMPLEMENTATION OF POLICY**

Heathfield Primary School strives for excellence and aims to provide high quality education for all pupils.

In order to attain the most effective learning environment, staff and pupils need to establish consistently high standards of behaviour, both in and out of the classroom.

Everyone has the right to be treated with respect.  
With that right comes the duty to treat others with respect

It is important that our Behaviour Policy is applied consistently by all staff at all times.

## **HEATHFIELD PRIMARY SCHOOL**

### **The Heathfield Gold Standard**

**We Respect people and property at all times**  
**We consider our Safety and that of others**  
**We always engage with our Learning**

### **Pupils' Moral Code**

1. We have the right not to be bullied in any way, shape or form.  
We have the responsibility not to bully others and to report any bullying we see.
2. We have the right to an education and to learn according to our ability.  
We have the responsibility not to ridicule others for the way in which they learn or to disturb the learning of others.
3. We have the right to be treated with respect by all people irrespective of age, gender, colour or status.  
We have the responsibility to respect all others within our community.
4. We have the right to express our own opinions and to be heard.  
We have the responsibility to allow others to express their opinions and to be heard.
5. We have the right to choose our friends.  
We have the responsibility not to force our friendship on others and to show kindness to everyone.

## **Behaviour Management**

### **CLASSROOM MANAGEMENT**

#### **Teachers and Support Staff will:**

Make the Heathfield Gold Standard clear to pupils and use this as a touchstone in learning time. This will be done through assemblies and PSHE/Circle time sessions as well as incidental reference throughout the learning day.

Ensure all adults working in the room understand ways of working with pupils.

Reward good behaviour, not accept poor behaviour.

Be consistent, mean what you say.

Expect high standards of work and presentation in relation to pupils' abilities.

Explain that the pupil is responsible for his/her actions.

#### **To create and sustain a positive, supportive and secure environment teachers/ support staff will:-**

- Be well prepared for the lesson
- Keep everyone occupied and interested
- Extend and motivate pupils
- Feedback on all work constructively
- Keep an attractive, clean and tidy room
- Not accept shouting out/ unauthorised movement out of seat (age appropriate, year 1 onwards)
- Expecting full class whole body listening when addressing the group

#### **QUITE SIGNAL/ROUTINES FOR LISTENING**

All staff will use an agreed consistent approach for getting class attention;  
EYFS; tambourine shake and 'Show me ten'

Years 1-6; clap signal and 'Show me Five'

Face me

Silence

Things down

Still

Listening bodies

With these quiet signals, there is an expectation of **first time, every time** for all pupils.

#### **HANDS UP**

There are occasions when we would use hands up to take answers, or other means of collecting pupils' responses for assessment for learning opportunities. Whichever format is used; hands up/ secret sign/ name selector, pupils will be reminded by staff of the expectation. I.e 'By putting up your hand/giving a secret sign (action) show me you have an answer.' Children shouting out will not have answers taken, instead, nonverbal cues will be used and other children will be praised; 'thank you for putting your hand up.'

## **TALE TELLING**

Whilst we encourage children to seek adult support where needed to resolve disputes, every effort will be made by staff to minimise any disruption to learning. This links to our Gold Standard. This will mean that minor issues may be dealt with using 'maybe/but' strategy to ensure that disputes do not eat into valuable learning time.

le 'Maybe he did, but we will give the benefit of the doubt as it is learning time now.'

'Maybe she did take your pencil, by here is another and we are learning now.'

'Maybe they did, but now is the time for learning and we will follow this up at break time.'

In this way, children are routinely taught to appreciate and value learning time above all else, whilst also understanding the adult values what is being reported.

Where it is apparent issues are more serious and in need of investigation, this will be followed up at the appropriate time, out of learning time. It is acknowledged that this is not always possible; sometimes the support of the Learning Mentor may be sourced here.

## **BREAKTIMES AND LUNCHTIMES**

### **The priorities for break and dinner duties are to ensure :-**

The safety of pupils.

Good behaviour in the playground and corridors.

That pupils learn how to play and interact in a purposeful way.

## **PLAYGROUND BUDDIES**

The school has a peer monitor system in place, known as 'Playground buddies'. A number of upper junior children have responsibilities at break and lunchtimes which aid the smooth running of the school and promote reconciliation and good behaviour. These children report to the Learning Mentor at lunchtime and are aware that their role is to promote positive behaviour and support mediating fall outs with younger children.

### **In the dining hall children will be encouraged to :-**

Come into the hall quietly and sensibly and line up sensibly.

Use good manners and conversation, using indoor voices

Use knives and forks correctly

Sit on stools correctly

Clear away after themselves

There are always school meals supervisory assistant on duty in the hall and SLT are on call should they be needed.

Effective lunchtime behaviour is reinforced through the incentive of the 'top table' system and family points.

All staff reinforce expectations routinely and through visual actions, where possible

## **MOVEMENT AROUND SCHOOL**

### **At the beginning of the school day**

Teachers collect the children from the yard when the bell goes. Teaching assistants are on duty outside classrooms and near to cloakrooms to supervise children walking along the corridor and to start the day off positively.

When moving around school for assemblies etc. teachers and teaching assistants insist that children move quietly.

### **AT PLAYTIMES**

Teachers and teaching assistants stand outside their classrooms and supervise children walking down the corridor. When the whistle goes at the end of break all members of the teaching staff will go into the playground. Staff will disperse around the playground. All teachers/teaching assistants ensure that children stand still and quiet. The duty staff will then blow the lining up whistle/tell the children to line up. Classes are led/sent in one at a time with their teacher. Children must walk quietly to their classroom.

Staff on duty always operate the SMILE approach to playtime supervision;

S	Scanning
M	Movement
I	Interact
L	Learn Through Play
E	Encourage

### **AT LUNCHTIMES**

Teaching staff will supervise the corridors until children are outside.

Lunchtime supervisors supervise the children at lunchtime. Chill zone is used as a calm focussed activity space to act as a calm down point for children vulnerable to poor behaviour at lunches. Chill zone is used as a proactive measure to prevent children receiving sanctions. The focus on chill zone is active games and turn taking activities to promote cohesion between children. This is supervised by teaching assistants on a rota, drawn up by the Deep Experience TLR.

There is a rota in place for the zoning of the playground for games such as football. Football finishes at five minutes before the end of lunch in order that children can have calming down time before coming in for learning.

At the end of lunchtime the same procedure for the end of playtime will apply. As the bell rings, staff will disperse on the yard to ensure that children are standing still. When the lunchtime supervisors blow the whistle, the children line up with their teachers. Lunch time supervisors continue to lead in with classes and assist in monitoring corridors and cloakrooms. Teaching assistants will either lead classes into school or stand at key points on the yards, and pathways, and then the cloakrooms and corridors.

Classes are sent in one at a time with their teacher. Children must walk quietly to their classroom.

## **REWARDS**

We actively praise more than criticise. This includes individuals as well as the whole class. We also use praise as a means of reminding all children of the behaviour we expect to see.

This could be:-

- \* praise in public
- \* a written comment on a piece of work
- \* a quiet word in private
- \* a note home/ green card
- \* mention in assembly (certificates and sparkle assembly)
- \* sending the pupil to the K.S. Co-ordinator or AHT/DHT/HT
- \* a certificate
- \* Family points
- \* Top Table
- \* Earning place on termly treat for top points winners

## **PIP and RIP**

Wherever possible, staff will Praise in Public and Reprimand in Private

## **CLASSIFICATION OF BEHAVIOURS THAT REQUIRE SANCTIONS**

Where possible, reprimands take place in private, or through a quiet word. All staff have a duty to demonstrate respect to children during reprimands. Reprimands will usually take place once the child is ready to engage in dialogue with the adult. For some children, this may mean calming down time is given following an incident. Children should not be sent out of the classroom as a sanction, but may be encouraged to take some thinking time outside the classroom until they are ready for a discussion over their choices, or where their behaviour may be disrupting the learning of others.

## **REFLECTIVE BEHAVIOUR SYSTEM**

In situations where children have been given 2 warnings or inappropriate behaviour towards adults or other children, a card may be given as a result. The reflective behaviour card is a way of children to reflect on their behaviour, thinking about what happened, what led to this behaviour, what they could do differently and how it affected other children.

There are three levels of incident on the behaviour card (as detailed below.) Staff select the sanction based on the level of the behaviour; level 1, 2 or 3.

When children receive a behaviour card, this will include missing some lunch or break times depending on the level of behaviour. When children are missing break or lunch, they will sit in the HOOSC area completing a mindful activity. This will support the children in reflecting on their behaviour choices. In some situations, a child may need a calming down period before reflecting on the behaviour with an adult.

## **MINOR INCIDENTS :- REFLECTIVE BEHAVIOUR CARD-LEVEL 1; BREAK MISSED**

There are a number of lower level behaviours where staff would issue level 1. Level 1 may be awarded immediately for more disruptive incidents, or for any of the following;

Chatting that disturbs learning.

Running or wandering about.

Failure to listen to adults or other learners.

Shouting out.

Refusing to work.

Throwing small items.

Interfering with other pupils' belongings.

Misusing school equipment

Swearing

Minor health and safety dangers

If warnings are given, children will be supported in making the right choices to ensure that their behaviour can be turned around. If these individual behaviours are layered, a level 2 or 3 card may be issued.

### **MAJOR INCIDENTS**

More serious incidents are classed as 'major behaviour incidents'. For these behaviours, levels 2 and 3 may be issued by any member of staff, or they may be referred to SLT to be considered for exclusion.

Please refer to the appendix 'Behaviour 8 step addendum' for details.

[Behaviour 8 step Addendum.doc](#)

Fighting	exchange of punches, kicks or blows - more than play fighting/pushing.
Bullying	repeated name calling, threats or violence over a period of time where the child understands the impact of their actions on the other party.
Unprovoked attacks	an assault which comes without any provocation.
Sexism	repeated remarks, threats or inappropriate touching.
Racism	repeated remarks or violence because of ethnicity.
Homophobia	repeated remarks or violence because of sexual orientation or choices
Verbal abuse	abuse or threats directly aimed at staff.
Malicious Allegations	Deliberate and falsely alleging another pupil or member of staff has carried out an action with the result of causing distress and disruption to the other person
Physical aggression	a pupil intentionally pushes or trips another child
Physical assault	a pupil intentionally hits, kicks or injures a child, member of staff or a visitor
Injuries to pupils & staff	caused unintentionally but because of irresponsible actions.
Walking away from adult	deliberately walking away when an adult speaks to pupil
Non Compliance	Failure to follow adult instructions; eg completion of reflection card, moving from an area



Theft	a pupil stealing property.
Damage to property	intentional damage to school/ others personal property
Leaving class	a pupil leaves class without permission and in defiance of adult authority without permission
Leaving school	a pupil leaves school without permission and in defiance of adult authority without permission

## REPORTING AND RESPONDING TO MAJOR INCIDENTS

All major incidents are reported to the SLT. Levels 2 and 3 incidents would be completed at the earliest opportunity. Upon receiving a level 2 or 3, the staff member refers to the Sanction grid below. Children complete their reflection section of the card and are encouraged to see the impact of the choices they have made. All parents are contacted for level 2 and 3 incidents and cards are sent home for signing. Sanctions B-E are considered on an individual case basis and may involve external agencies to consider wider behaviour.

## RECORD KEEPING

Heathfield uses an online record keeping system called CPOMS. This system is used not only for behaviours, but also for child protection, SEN, parental communication and medical issues to be recorded. Not all staff have access to all document vaults, as some may be of a sensitive nature. Staff needing to access further information for a child in their care must speak to their line manager on the SLT to access full details.

All incidents from level 1 upwards, must be recorded on CPOMS to ensure an accurate and full history of each child is kept. The responsibility for completing this is as follows;

CPOMS **incident** added by member of staff witnessing behaviour incident

CPOMS **action** added to incident by member of staff who applied sanction or parent communication follow up. Incidents can also alert other staff members to keep them informed ie HT/ Learning Mentor. All staff are responsible for monitoring their CPOMS dashboard daily to ensure they are aware of all alerts that have come through.

	A	B	C	D	E
Level and staff issue	Level 2 Any member of staff	Level 3 SLT	Internal Exclusion SLT Based on suitability of child's independent working level	Fixed Term Exclusion off site At discretion of Headteacher:	Permanent exclusion At discretion of Headteacher:
Action	Card sent home from KS lead. CPOMS in school	Parent's discussion with SLT.	Parent conversation with HT. Letter sent (template below)	Parent's interview/telephone call with Headteacher to discuss behaviours leading to exclusion Letter sent from HT and copied to BSS	Letter sent from HT and copied to BSS

<b>Sanction</b>	break and half lunch missed	Exclusion from class or lunchtime exclusion depending on behaviour pattern	Half day – 2 day internal exclusion working in isolation within leadership office or another year group as can be accommodated and not interfering with smooth running of the school	1 - 5 day external exclusion with work supplied from class teacher dependent on independent working level. This will be followed by formal reintegration interview with SLT and Learning Mentor which the child and parent must attend	Another school place must be sought for the child with support from BSS
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All incidents are unique and therefore it is difficult to lay down hard and fast rules. The following therefore, is a guide and not binding. **DECISIONS ABOUT EXTERNAL EXCLUSIONS CAN ONLY BE MADE AT THE HEADTEACHER'S DISCRETION. THIS IS A LEGAL REQUIREMENT.**

• Fighting	B - D	• Theft and major damage	C - E
• Bullying	B – E	• Possession of Weapons (plus police informed)	C - E
• Malicious Allegations	B - E	• Abuse or assault against staff	C - E
• Intentional and unprovoked attacks	B - D	• Intentional injuries pupils	A - E
• Racist or homophobic incidents/Sexual assault	B - E	• Persistent disruption to the order of the school	C – E
• Health and Safety incidents including the misuse of drugs	B – E	• Physical aggression to other children	A-C
Non-compliance (including leaving school) after calm down time	C-E	• Physical assault to other children	B-E
Verbal abuse/inappropriate language	A-D		
Deliberate dishonesty	A-D		

## SANCTIONS

Pupils will in the first instance be given clear verbal warning about minor incidents. Where possible, pre-emptive measures will be applied; ie use of Chill Zone or opportunity for calming down time/ thinking about their behaviour in quiet space with use of a timer:

Pupils will be sanctioned fairly and other contextual information will be considered as appropriate when applying sanctions, though may not excuse the child from the choices made. See *'Supporting pupils with attachment difficulties.'*

## **SANCTIONS FOR REPEAT CARDS – KS2**

During a half term, children who receive more than 3 level 1, 2 level 2 or 1 level 3 reflection cards, the following additional sanctions will be given:

- Suspension of position of responsibility for a half term. The position of responsibility may be earned back after half a term at the discretion of the class teacher.

For children in KS2 who receive more than any three reflection cards per half term, additional sanctions are as follows:

- Withdrawal from end of term rewards

These additional sanctions will be recorded as an action on the behaviour card sent home to parents and logged on CPOMS.

## **BEHAVIOUR FILE-MAJOR INCIDENTS**

Pupils who carry out any of the above Major Incidents will have the incident recorded on CPOMS to be kept as a record in school. Level 2 and 3 incidents are communicated to parents where the card will be sent home to inform parents of the incident (level 2 or 3). All members of staff can issue cards. Level 2 and 3 cards are referred to senior leaders or the Learning Mentor to sign.

In cases of fighting, the member of SLT will conduct an investigation into how the fight was started and to what level blows were exchanged. This will not extend into a blow by blow account of the fight. There may be different sanctions for children who participated based on who was the instigator.

## **BREAKS MISSED – Level 1 incidents**

Pupils who ignore two warnings per session have their name and details noted on the reflective card. This will serve as a record to monitor the pupils' behaviour.

Pupils who ignore warnings will miss break according to the class teacher's professional judgement. Breaktimes missed will take place in HOOSC where the child will complete a mindful activity.

## **EXCLUSIONS FROM LESSONS**

A decision to exclude a pupil from lessons happens only in the following circumstances:-

- The procedures above have already been followed and the behaviour has not been modified.
- The above procedures have not been followed but the pupils behaviour is a serious danger to other pupils and staff.
- The pupil is using extreme verbal abuse.
- The behaviour is causing extreme disruption to the smooth running of the school
- It is an agreed part of a Behaviour Plan.
- There is already a pattern of major incidents which escalates through the A-E scale

## **PROCEDURES FOR INTERNAL EXCLUSIONS**

The pupil is brought to the member of the Senior Leadership Team with the incident recorded on CPOMS.

The pupil is interviewed by a member of SLT/Learning Mentor and given the opportunity to speak about the incident. This may take place after allotted cool down period depending on the age of the child (up to 45mins).

The class teacher will then set work for the child to do in the appropriate place for the internal exclusion. This will usually be in the leadership office or Head teacher's room. If these spaces are not available, the child will work in the classroom of a member of the leadership team. If a child is not at a stage where

independent working is possible, internal exclusion will not be a viable option as will impede the operational management of the school.

The pupil is made aware of the seriousness of the incident and what happens next.

The frequency of exclusions from lessons will be monitored by the SENCO and Headteacher, this pattern will inform future sanctions and move through scale A-E.

### **LUNCHTIME SANCTIONS**

Pupils in the first instance will be given clear warning by the lunchtime supervisors about minor incidents. It may be appropriate to use preventative measure; such as sending a child to Chill Zone or HOOSC. Pupils who ignore warnings will be dealt with by the Learning Mentor where refusal to follow instructions will escalate the sanction response.

If a serious incident occurs, then a member of the SLT will be informed immediately and procedures to deal with serious incidents will come into effect.

Pupils who do not respond to rewards and sanctions at lunchtimes may be required to attend chill zone for part of their session, or a full session dependent on severity of incident. Children refusing to accept this preventative measure may need to go home for their lunch. Initially this would be for a short period of time at the discretion of the Headteacher.

If the pupils' behaviour is still causing problems after the initial lunchtime exclusion, then the child may be required to go home for lunch for a longer period of time. This further exclusion would be reviewed on a termly basis.

### **THEFT**

Where theft is suspected, the school reserves the right to search personal property in attempt to return belongings to the rightful owner. This will be sanctioned by a member of the senior leadership team. This is covered in dfe guidance 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

If items are found in personal property, parents will be spoken to and accounts taken from children. Outcome will be made on balance of probabilities. A child's dignity will always be considered when conducting any search and attempts at discretion will be made.

### **EYFS**

Heathfield Primary School acknowledges that different sanctions are appropriate for our youngest children. As with all children in school. The high behaviour standards are set within the culture at Heathfield and this is promoted through praise and reward.

### **QUITE SIGNAL/ROUTINES FOR LISTENING**

All staff will use an agreed consistent approach for getting class attention;  
EYFS; tambourine shake and 'Show me ten'

In Early years, each class will have an emotions display. Throughout the day, children are encouraged to discuss how they are feeling in relation to incidents that may occur. Adults within the Early Years setting will use Emotion Coaching techniques alongside the display to explore emotions that may have resulted in a certain behaviour.

### **Rewards**

In Reception, family points will be used to reward positive behaviour. Each week the teacher will choose one child for learning and one for behaviour. They will receive a certificate in the weekly celebration assembly.

In Nursery and First Steps, each class will have a reward jar. Positive behaviour will be rewarded by children being given an object to put in the jar. Once the jar is full, the class will get a reward. For individual children, raffle tickets are given for behaviour and learning and one will be draw at the end of each week. A small prize will be given.

## **Sanctions**

### **Level 1 behaviour: as outlined above.**

Distraction techniques – attention not given to unhelpful behaviour

Removal to a different continuous provision area

Praising positive choices

### **Level 2 and 3: Major incidents as described above**

#### **Level 2 sanction:**

Timed reflection time – children will be asked to reflect on their behaviour in a quiet space. A timer will be given. With adult support, First steps will reflect for 2 minutes, Nursery for 3 minutes and Reception for 4 minutes.

#### **Level 3 sanction**

Nursery – Reflection time with EYFS lead.

Reception – miss 10 mins of lunch. Children to go to either Nursey or chill zone depending on adult availability.

Parents notified

SLT to speak to child where appropriate

## INDIVIDUAL PUPILS

Pupils whose repeated low-level poor behaviour leads to more than four exclusions from class over a period of half a term **OR** pupils who reach level C on 'Sanctions for Major Incidents' more than twice in any half term will have an PLP (personal learning plan) for behaviour and their name will be entered on the Special Needs Register for E.D.B.

Parents are invited into school and targets on their child's PLP (personal learning plan) are discussed with them. A copy of the plan is given to parents. The SENCO may discuss whether a referral to BSS (behaviour support service) is appropriate to support the child's individual needs, if this is the case, the parent will be invited to attend a meeting to complete the Early Help Assessment (EHA).

The EHA is then reviewed with parents termly and the procedures laid out in the 'Special Needs Code of Practice' apply.

## ADDRESSING SPECIFIC BEHAVIOURS

If staff wish to alter or address specific behaviour this is done via a detailed individual behaviour plan and will be recorded on a PLP. Where children have a PLP in place, this will highlight the ways in which this policy is being adapted to suit the child's specific needs.

Where PLPs for behaviour are in place, there will usually be support in the way of nurture intervention from our Learning Mentor or from the Behaviour Support Service.

Provision may include additional provision in terms of group working and take up time following instructions. Calming time may also be agreed before accepting sanctions, but PLPs will not excuse the incorrect behaviour choices that have been made and consistent sanctions will still apply for all pupils.

Some children may go onto a weekly behaviour chart, which will be written into the PLP and shared with parents. In order to recognise the achievements of these pupils, a record is completed once a week by the class teacher, this will chart the child's behaviour in lessons over the week. Once a term, the most significant of these achievements is selected to be transferred onto a certificate to be presented to the child by the Headteacher.

## DEALING WITH MALICIOUS ALLEGATIONS

It is important to define distinctions concerning allegations. In the first instance, all allegations made against staff or other pupils are investigated by the appropriate member of school staff and children will be aware of an open culture where they are supported in sharing concerns with trusted adults to ensure they are safe.

For safeguarding allegations the Whistle Blowing Policy will be initiated. For other allegations, such as a breach of professional conduct and failure to follow school policies, the investigation will be carried out the Head Teacher or other Senior Leader. In the case of allegations against the Headteacher, this will be referred to the Chair of Governors. However, Heathfield CP School acknowledges that there are occasions where children may raise concerns which do not have a factual basis to them, and such allegations if unsubstantiated are in breach of the school's behaviour policy.

Only after the investigation has been concluded can it be deemed whether the allegations were substantiated and deserving of sanctions/ disciplinary proceedings, or whether allegations were unsubstantiated and in breach of the behaviour policy.

The investigation will use the following definitions from the DfE;

**Substantiated:** there is sufficient identifiable evidence to prove the allegation;

b. **False:** there is sufficient evidence to disprove the allegation;

- c. **Malicious:** there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false;
- d. **Unfounded:** there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances;
- e. **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

School draws on DfE guidance concerns dealing with malicious allegations

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/289327/Dealing\\_with\\_allegations\\_of\\_abuse\\_against\\_teachers\\_and\\_other\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289327/Dealing_with_allegations_of_abuse_against_teachers_and_other_staff.pdf)

Complaints of misconduct against staff are taken very seriously by Heathfield Primary School and will always be investigated thoroughly. Following this investigation, if it is the considered view of the investigating officer that the allegation was unfounded and malicious, then the pupil(s) involved in the production of the allegation will be disciplined according to the severity of the case.

Similarly, allegations against other pupils are thoroughly investigated. If the outcome of the investigation is that such allegations were malicious, sanctions will be considered according to the severity of the case.

For malicious allegations against staff or pupils, this may include sanctions up to and including exclusion.

## **THE ROLE OF THE SENCO/LEARNING MENTOR**

- To oversee PLPs and parental involvement
- To advise on differentiated curriculum
- To maintain record keeping systems - CPOMS
- To liaise with outside agencies
- To consider patterns and trends from CPOMS
- To advise on pre-emptive measures; Chill Zone/ nurture
- To make referrals to BSS

## **THE ROLE OF THE LEADERSHIP TEAM**

The role of the Leadership Staff is crucial in supporting staff with behaviour management. The Key Stage Manager is able to offer practical advice on :-

- Strategies for behaviour management
- Contact with S.E.N.C.O.
- Contact with parents
- To liaise with outside agencies
- To determine whether a referral to the Headteacher is appropriate
- To respond to patterns and trends on CPOMS

## **THE DEPUTY/ASSISTANT HEAD CAN DIRECTLY INTERVENE BY**

- Speaking to individual pupils or the whole class.
- Monitoring behaviour
- Contacting parents
- Advising the Headteacher of the situation.
- Recording of incidents on CPOMS
- Adding actions to CPOMS alerts

## **THE ROLE OF THE CLASS TEACHER**

- To work with the SENCO to develop PLPs
- To work with the SENCO to develop positive behaviour strategies
- Speaking to individuals or the whole class
- Contact with the SENCO
- Regular contact with parents
- Recording of incidents on CPOMS
- Meet with parents if repeated behaviour patterns are identified (see model letter in appendices)

## **THE ROLE OF THE LEARNING MENTOR/FAMILIES ENGAGEMENT OFFICER**

- To work with the SENCO and class teacher to implement PLPs
- To liaise with TAs and SMSAs about behavioural patterns
- To be first port of call for a child in crisis
- To feed information to parents
- To offer support/ strategies to parents
- To work to promote positive behaviour and relationships in school
- To feed into formal CAM meetings and reports concerning behavioural responses
- Recording of incidents on CPOMS

## **EQUAL OPPORTUNITIES**

We aim to offer an education and working environment appropriate to each individual pupil's needs regardless of their race, colour, ethnic or national origins, gender, disability or religious beliefs.



**Guidelines on Physical Interventions**  
**and the use of Reasonable Force (Legal Term)**

**THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS**

Provision came into force on 1st September 1998 (Section 550A of the Education Act 1996). This clarifies the powers of teachers and other staff who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing a crime; causing injury or damage or causing disruption.

Reasonable force can be used to prevent a pupil from doing, or continuing to do, any of the following:-

- committing a criminal offence (including behaving in a way that would be an offence if the pupil was not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere;

There are a wide variety of situations in which reasonable force might be appropriate, or necessary to control or restrain a pupil:-

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property;
- a pupil is causing, or is at a risk of causing injury or damage by accident by rough play, or by misuse of dangerous materials or objects;
- a pupil running in a corridor or stairway in a way in which he or she might have or cause an accident likely to injure themselves or others;
- a pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school);
- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson;

**APPLICATION OF FORCE**

- physically interposing between pupils;
- blocking a pupil's path;
- holding; use of brace hold
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back;

Teachers always deal with situations through other strategies before using force. Strategies to diffuse and calm a situation are employed in the first instance. The use of reasonable force is never used as a substitute for good behavioural management. Throughout the process it is important to try to diffuse the situation by using some or all of these methods where it is possible and safe to do so:-

- Using a calm voice
- Isolating the area so that there is no audience
- Bringing in a second member of staff
- Offering alternatives to behaviour e.g. "Why don't we sit down and talk this through"

If physical intervention is necessary the following principles apply: -

- The pupils will be warned verbally that physical restraint will be used (where time allows, eg for disruption to learning, not in case of preventing other pupils being harmed)
- Minimum force only will be applied
- Every effort to secure the presence of other staff will be made, if safety is not compromised in doing so
- Restraint will be an act of care and control, not punishment
- Acts of restraint will be carried out in a firm and calm manner without being aggressive towards pupils

Any member of staff needing to make use of physical intervention must record this in full on CPOMS and speak to the Head/ Deputy so that parents can be informed. Any occasion where restraint has been used will be reported to the parent within twenty four hours by a member of SLT.

Following incidents requiring reasonable force the removing teacher takes the pupil to a quiet place and interviews the pupil to allow him/her to speak about the incident

The pupil is made aware of the seriousness of the incident and what will happen next.

The procedure for dealing with major incidents (above) would then come into play.

### **AUTHORISATION**

All Teachers, Teaching Assistants and Non-teaching Staff are formally authorised by the Headteacher to use physical restraint where the need may arise following the procedure outlined above.

### **SAMPLE LETTERS**

The appendices cover sample letters which may be sent to parents to inform them of sanctions applied. In the majority of cases, for level 2 and 3 incidents, the card itself will suffice as the communication at home and this will usually be followed with verbally follow up from the class teacher/ learning mentor.

For more serious incidents, including internal or external exclusion, a member of SLT will send a letter, using a template letter or similar. For external fixed term exclusion, this letter will come from the Headteacher.



## Internal Exclusion

**Heathfield Primary School**  
Henniker Road  
Bolton  
BL3 3TP  
Tel: 01204 333595  
Fax: 01204 333594

**Headteacher: Ms Lindon**

Date:

Dear .....

Your child ..... behaved in an unacceptable and dangerous manner at school today.

Further incidents of this nature may lead to off site exclusion from school.

I trust you will support school and encourage ..... to behave more appropriately in future.

If you wish to discuss this incident with me please contact me at school.

Please sign the information slip below and return to school

Yours sincerely

Ms J Lindon  
Head Teacher

✂.....✂

I understand that my child ..... will be/has been on internal exclusion on .....  
From ..... until .....

I realise that this is a sanction imposed for unacceptable behaviour.

Signed ..... Parent/Guardian



## Dinner Exclusion Letter

**Heathfield Primary School**  
Henniker Road  
Bolton  
BL3 3TP  
Tel: 01204 333595  
Fax: 01204 333594

**Headteacher: Ms Lindon**

Date .....

Dear .....

Your child ..... has not behaved properly during the Dinner Hour. In order that all children are safe, I must insist that the Lunchtime Supervisors are shown respect.

I have to inform you that, if your child is involved in any more poor behaviour choices at Dinner Time, I shall have to ask you to make arrangements to take your child home for dinner. Another sanction has been used this time and the offer of Chill Zone is already in place as a pre-emptive measure.

Please sign and return the slip below or ring for an appointment to discuss the matter.

Yours sincerely

Ms J Lindon  
Head Teacher

✂.....✂

Name of child ..... Class .....

I have read the letter regarding my child's behaviour at Dinner Time and understand what will happen if he/she repeats this behaviour pattern.

Signed ..... Parent/Guardian

Date .....



## Behaviour Review Meeting

**Heathfield Primary School**  
Henniker Road  
Bolton  
BL3 3TP  
Tel: 01204 333595  
Fax: 01204 333594

**Headteacher: Ms Lindon**

Date .....

Dear .....

Due to poor behaviour choices, your child ..... has had three lunch time sanctions this half term.

We would like you to make arrangements to come into school this week to discuss this with your class teacher.

Please sign and return the slip below or ring for an appointment to discuss the matter.

Yours sincerely

Ms J Lindon  
Head Teacher

✂.....✂

Name of child ..... Class .....

I have read the letter regarding my child's behaviour at school. I understand that I need to make arrangements to speak to the class teacher .....

Signed ..... Parent/Guardian

Date .....