

CLIFTON PRIMARY SCHOOL



WHOLE SCHOOL BEHAVIOUR POLICY March 2017

Head teacher: Mrs Sarah Threlkeld-Brown

Chair of Governors: Mr David Evans

Signed:

Signed:

Date: 16.3.17

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This policy will now be reviewed annually in the autumn term

Reviewed in March 2017 by the whole staff. Amended to reflect the changes in the School Ethos and Values agreed by all staff. Amendments made also to reflect actual practice.

Introduction

In their document 'Ensuring Good Behaviour in Schools', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents. A summary of this document is replicated at Appendix A.

Every school must have a behaviour policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

The Governing Body is responsible for setting general principles that inform the behaviour policy. Head teachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

The behaviour policy must include measures to prevent all forms of bullying among pupils.

This Policy should be read in conjunction with the following school policies and procedures

- Inclusion Policy
- Health and Safety Policy
- Admissions Arrangements
- Complaints Procedure
- Single Equality Scheme
- Child Protection Policy
- E-safety
- Positive Handling Support and Intervention Policy
- Educational Visits Policy
- Home to School Agreement
- Use of reasonable force
- Pupils who go missing procedures
- Sixth day exclusion policy

All members of the school community are deemed to accept this policy if they are staff who opt to accept paid or voluntary employment at the school (including governors), parents or carers who opt to send their children to the school or students who attend the school as a pupil.

Policy Aims

We expect the children to work hard, enjoy learning and feel secure. In doing this we believe that all children will gain from every opportunity that the school offers, through a positive approach to behaviour. We believe that children who have high self esteem will behave well and it is a key aim of our school to raise the self esteem of everyone in its community. This policy was written in full consultation with the pupils of the school council.

The children have written their own school rules which they call the **school pledge**. They are updated annually with the children. All children, staff and governors have signed up to these rules and strive to maintain them. At present these rules are;

We promise to;

- Be kind and caring to all those who enter our school.
- Be a good friend to all members of our community.
- Be ready to learn at all times.
- Be supportive and helpful.
- Include everybody in all that we do.

- And always remember to turn that frown upside down!

The Whole School Behaviour Policy confirms the school commitment to:

- ensure that each child can develop and achieve his/her full potential, educationally, morally and spiritually;
- provide a safe and attractive environment where everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment
- provide each young person with the motivation and confidence to learn effectively;
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- promote a culture of praise and encouragement in which all pupils can achieve;
- provide every pupil with appropriate high quality teaching through a broad and balanced curriculum which is appropriately differentiated to meet each pupil's individual needs;
- teach children to respect themselves and others and to take responsibility for their own action and behaviour;
- help teachers and other staff manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues who are willing to assist;
- help young people to understand how behaviour affects others and the world around them;
- create a partnership of support and effective communication between home, school and the wider community;
- provide young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;
- value each and every child regardless of ability, race, gender or religion;
- maintain, develop and consistently apply high standards within the school and enable teachers to develop and use their own professional expertise.

The aim of this Policy is to determine the boundaries of acceptable and unacceptable behaviour, and introduce rewards and sanctions and to determine how they will be fairly and consistently applied.

In order to achieve this, the school will:

- make clear its expectations of good behaviour, through class teaching, assemblies, class/school council meetings and in published documents;
- reward achievements, awarding housepoints leading to awards, stickers and Star of the Week certificates linked to our values
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
- provide positive examples for modelling good behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

School Ethos and Values

Vision

Clifton Primary School: Success and happiness for all.

Mission

- To provide a welcoming and safe environment for all those that enter our school
- To provide inspiring teaching and learning opportunities through a broad, balanced, creative and relevant curriculum
 - To encourage and value everyone's contribution to our school
- To foster positive relationships with families, the local community and to have a wider world perspective
 - To work together towards common goals
- To provide an ethos of support, challenge and encouragement to succeed.

Values

Confidence
Curiosity
Collaboration
Communication
Creativity
Commitment
Craftsmanship

Aims

- We take care of and respect our environment and each other
- We teach a broad, balanced, forward thinking and creative curriculum.
- We are a mutually supportive team who share successes and celebrate achievements
- We enjoy sharing our successes and celebrating our achievements
- We rise to new challenges and enjoy promoting new ways of thinking
- We have high expectations of ourselves and each other
- We support everyone to work together in order to be good members of society

For the school to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the school, pupils, governors and parents/carers). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards. Therefore our school charter, vision statement, mission statement and aims and values apply to the whole school community; children, staff, governors, parents and carers and all visitors to school.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, Clifton School is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

Clifton School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.

Responsibilities

The commitment of staff, pupils and parents is vital in order to develop a positive whole school ethos. The expectations of staff, pupils and parents/carers are outlined below.

What Pupils Can Expect from Staff

You may expect staff and other adults in the school to:

- arrive at lessons on time;
- plan and deliver interesting lessons which motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships;
- celebrate the success of pupils in lessons, after school activities and assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark in line with the policy or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- keep you safe;
- use a range of non-verbal and verbal cues to encourage good behaviour;
- be approachable and listen to you;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- display your work;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

What Staff Can Expect from Pupils

Staff may expect you to:

- arrive at school on time;
- enter the classrooms quietly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults;
- listen carefully to the teacher who will explain the lesson, what you are going to do, why and how;
- put up your hand to indicate you wish to speak;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- use ICT in accordance with school policy;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- do any homework set and hand it in on time;

- be an ambassador for the school.

What Staff Can Expect from their Colleagues

You may expect your colleagues and other adults in the school to:

- treat you with respect;
- work and co-operate with you for the overall good of the school community;
- respect your values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support;
- be aware of your roles and responsibilities;
- use ICT appropriately and in accordance with the school's Acceptable Use Policy;

What Staff Can Expect from Parents

Staff and other adults in the school may expect parents to:

- ensure that their child arrives at school on time;
- treat you and your colleagues with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. p.e. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour and inform the school of any concerns or problems that may affect this;
- support the school's policies, strategies and guidelines for behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take responsibility for the behaviour of their child when he/she is on school premises;
- all discussions with school staff to be conducted in a respectful manner
- support the school's e-safety policy which includes not uploading or posting to the internet any pictures, video or texts of school pupils or staff;
- recognise the need for security and only create online media "on behalf" of the school with the Head teacher's express permission.

What Parents Can Expect from Staff and other adults in the School

You may expect staff and other adults working in the school to:

- treat you with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to do their best at all times;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this policy and the school system;
- promote positive behaviour and reward such behaviour in accordance with this policy and the school system;
- promote positive behaviour beyond the school gates and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;

- discuss your child's actions with them, give a warning and ensure that your child knows what the sanction will be should they continue to misbehave. All sanctions will be carried out;
- provide a balanced curriculum in order to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour and follow up decisively if there is a problem;
- support the child's homework and other home-based learning activities;

Celebrating Success

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

- Staff frequently praise the children verbally where praise is due.
- Staff write positive comments on their work
- Stickers are given to children.
- Special stickers briefly explaining with a brief description of what a child has done to be proud of.
- House points are given to the individual children for excellent work, kind actions and for meeting their personal targets. Ten housepoints convert to a bronze, silver or gold sticker which are collected over a term and led to a bronze, silver or gold wrist band when 10 have been earned.
- Children are awarded certificates to celebrate their achievements in a weekly celebration assembly. The Star of the Week award is linked to our school values.
- Staff acknowledge achievements both in and out of school.
- A photograph display board is prominent to show which children have received awards.

Sanctions and Consequences

Although our school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace consequences. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

We accept that there is a hierarchical level of poor behaviour in school. It will be dealt with proportional to the level of the problem.

Level One – leading to warning or break/lunchtime detention if behaviour continues

- *Low level disruption in class*

- *Misuse of practical equipment*
- *Consistently off-task*
- *Littering*

Level Two – leading to withdrawal from the classroom or/and parental involvement

- *Repeated refusal to follow instructions*
- *Repeated disruption to learning*
- *Use of inappropriate language*
- *Undermining/personal/discriminatory comments directed at staff*
- *Repeated personal or discriminatory comments directed at other pupils*
- *Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values*

Level Three – leading to withdrawal or fixed term exclusion (including 'Sixth Day exclusion arrangements where the child may be taught at another school)

- *Direct swearing at a member of staff or other pupils*
- *Violence or intimidation directed at any member of the school community or the wider community*
- *Out of control behaviour*
- *Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours*
- *Consistently refusing to co-operate with staff over a period of a number of days.*

Level Four – leading to managed moves or permanent exclusion

- *Repeated violence or intimidation towards staff or other pupils where all other interventions have been unsuccessful*

“A difficult child or a child in difficulty”

Despite our positive ethos there will be situations and times when a child will show undesirable behaviour. In our assessment of the situation we need to consider what might be causing the display of unacceptable behaviour. This may enable us to prevent the behaviour happening. All staff are aware that this is the procedure.

- Staff must consistently deal with the behaviour so that the children do not become confused about what is expected.
- Staff show the children respect and trust when dealing with them, even if the behaviour does not seem to warrant it.
- Give the child a positive alternative.
- Make it clear that it is the behaviour that is unacceptable and not the child.
- Deal decisively, with clear authority, if a child persists with unacceptable behaviour, following the four steps above.
- Criticise the behaviour not the child.
- Always recognise and reward good behaviour
- Distinguish between minor and major bad behaviour.
- Apply rules consistently and fairly.
- Do not punish whole groups for the actions of individuals.
- Do not use punishments that are humiliating and degrading.
- Reprimand minor offences quietly.
- Listen to the child's point of view before making a decision.

The Elton Report states:

“Although punishment will be necessary, in many cases it is unlikely to reduce the problem by itself. Schools that rely too heavily on punishment to deter bad behaviour are likely to experience more of it”.

Therefore staff take this into consideration when dealing with bad behaviour. It is important to us that the reason for punishment is to prevent a reoccurrence of the unacceptable behaviour.

Most unacceptable behaviour will be dealt with by staff following these steps:

- At Clifton School we find that ‘request, command, sanction’ methods work effectively for the vast majority of pupils.
- Staff talking to the child about why their behaviour is inappropriate.
- Sanctions appropriate to the age of the child may be used (eg prevention from a task the child considers a treat, time out, detention at break or lunchtime)
- Ask the child to explain why their actions are inappropriate, and suggest how we can make it right e.g. an apology made to the wronged party.
- A short expression of controlled anger by the adult may be necessary at times.

If the behaviour persists the staff will:

- Make a note of the behaviour and what their action in class behaviour log books.
- Targets for improvements will be written on behaviour charts, then the child is rewarded with an appropriate reward when the behaviour ceases.
- Punish the child by time out or speaking to another member of staff, usually the head teacher.
- If such behaviour persists parents will be informed and involved at this stage.
- A behaviour management plan will be written.

In exceptional circumstances it may be necessary to seek the support from outside agencies e.g. Educational Psychologist, behaviour management team, pupil referral unit. Only the headteacher

has the power to exclude a child from school. The headteacher will follow the guidance from the LA should the circumstances warrant this.

Restorative Justice/Reflection on Actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupils and staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again. It allows them to see the impact of their actions, apologise if necessary and put it behind them.

Meetings are always held in a neutral place with a mediator who is not involved. The mediator's job is to keep everyone calm and civil and help those involved to move forward to restore the relationship.

Reflection on actions is normally used to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to write down their reasons for the behaviour and how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstances arise again.

Sanctions and Disciplinary Action

There is a clearly defined process for issuing sanctions in this school. Where possible pupils are issued with a warning to enable them to rectify their behaviour though there are times when the nature of the behaviour does not warrant a warning as it is so serious. The school uses a wide range of consequences for poor behaviour which are used according to what will have the best impact on the pupil. Some options we use are outlined in more detail below.

Pupil Behaviour Logs

Behaviour incidents are logged in a Behaviour Log in each class. These include incidents where a child has deliberately hurt another child or has acted in a disrespectful way to others.

When the pupil receives high numbers of negative comments in their logs they trigger sanctions such as break or lunchtime detentions or withdrawal from the classroom for a fixed period of time.

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – April 2012 (A copy of this document is available from the school on request or to download from the DfE Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Staff in our school have the right to confiscate, search and ultimately delete any media which they "reasonably suspect" is being used to bully or otherwise cause an individual harm.

Removal from Class

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to the Headteacher or another classteacher. Pupils may also be removed from class for more serious misconduct without the use of warnings. This will occur in proportion to the seriousness of the misdemeanour.

The pupil may be taught 1:1 for fixed periods of time in a small teaching area. This is called withdrawal. This will be used if the teacher believes that the pupil is disrupting the learning of others or is putting staff or other pupils at risk.

Fixed Term Exclusion

We will endeavour to avoid exclusion from school. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention have been used without effect are considered inappropriate. Fixed term exclusion will be carried out

for Level 3 misdemeanours listed above. When this occurs guidance will be sought from 'Improving behaviour and attendance: guidance on exclusion from schools and pupils referral units' DCSF September 2012.

Permanent Exclusion

A decision to exclude a pupil **permanently** will be taken only:

- a) In response to serious breaches of the school's Whole School Behaviour Policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils, staff or others in the school

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and 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. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher/Principal's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. This may be, for example, an assault against staff or pupils which results in serious injury to the assaulted party.

Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. This is provided through the Rural South Carlisle cluster of primary schools 'Sixth day exclusion policy'. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Attendance and Punctuality

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. It is the responsibility of the school administrator to monitor attendance and to ask parents for reasons for absence. If the administrator is unable to engage parents/carers to ensure good attendance the headteacher will intervene. Pupils who are late are recorded as late on a regular basis and this will be followed up by the administrator in the first instance, then the headteacher.

If pupils are late or do not attend:

- parent/carer/guardian should telephone the school in the morning on the first day of their child's absence

- in the instance of persistent absences parents/carers will be informed that every absence will need to be explained, on return to school, by a letter from parent/carer. The headteacher will let the parent/carer know if this is expected.
- parent/carer should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances this may also involve a home visit

We strongly discourage parents/carers/guardians from taking their children out of school for holidays or family outings during the school term. Any such absences may only be taken following authorisation by the Head teacher, and then only up to a maximum of 10 days in any school year depending on prior attendance and pupil progress.

Pupil Conduct and Misbehaviour Outside the School Premises

What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of 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."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing the school uniform; or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the school.

Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including public transport) to and from school and educational visits.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of the same sanctions as if the behaviour had taken place in school. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was in any situation where the pupil is acting as an ambassador for the school which might affect the chances or opportunities being offered to other pupils in the future.

Pupil Support

We aim to support all our pupils to ensure that every child succeeds during their time at Clifton School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils such as;

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- Individual support plans
- Additional support, in addition to the class teacher, from the school Inclusion Support Team which consists of the headteacher and SENCo (Special Educational Needs Co-ordinator).
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour
- Alternative curriculum provision
- Reduced timetable
- Team around the child meetings
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists, pupil referral unit etc.

The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by the DfE - *Use of reasonable force*:

advice for head teachers, staff and governing bodies and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Although Team Teach training is good practice, it is not statutory. The need to intervene is, however, statutory if a pupil is putting themselves or others in danger.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff should intervene.

A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan, though the use of self defence may be used in unexpected situations of assault.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil

- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'.

Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

Staff training

All members of staff who work with pupils who it is known may need restraint will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

Behaviour Management Plans

A pupil exhibiting challenging behaviours, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a Behaviour Management Plan. This Plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of sanctions and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

Informing Parents when Physical restraint has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

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

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible in the Use of Physical Intervention book and details passed on to the Headteacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- use of restraint;

The following criteria will be used when considering the need for recording:

- (a) Did the incident cause injury or distress to a member of staff or pupil?
- (b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes' a P25 form should also be filled in and all other notes taken at the time are to be kept. Contemporaneous notes must be handwritten, dated and signed by every adult and pupil with sufficient maturity and skills to do so who witnessed the event as soon as possible and given to the headteacher, or deputy headteacher in the absence of the headteacher.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and/or in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the social care at the Local Authority.

All injuries will be reported and recorded in accordance with school procedures;

- P25
- contemporaneous notes
- reported to governors H&S committee

Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure all staff and pupils are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident the Headteacher and/or other staff will:

- (a) ensure the incident has been recorded;
- (b) decide whether multi-agency partners need to be engaged and, if so, which partners;
- (c) hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded.
- (d) help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- (e) ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence

- analysis and reflection of the incident

Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Management Plan or other plans for pupils. It might also be appropriate to review the whole school behaviour policy.

Other Physical Contact with Pupils

This school does not operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of proper physical contact may include;

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To administer first aid;
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

Behaviour of Parents/Carers and Other Visitors to the School

Clifton School believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'.

By opting to send their children to Clifton School parents/carers have chosen to uphold our policies and procedures, including this whole school behaviour policy. Parents/carers therefore must uphold all aspects of this policy or the school will retain the right to take action.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.
- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or personally abusive messages to school staff in e-mails, telephone, answer machine, by letter or on the child's home school diary.
- Repetitive and frequent minor complaints, whilst taken individually can seem innocuous, can in their totality, be stressful and detrimental to staff doing their jobs effectively.
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site
- Breaking the school's security procedures

Unacceptable behaviour may result in the Police being informed of the incident.

Procedures for Dealing with Unacceptable Behaviour

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Headteacher. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Headteacher will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.
- The parents may be advised that they can only speak to staff with an appointment, and another member of staff or a governor will be present.
- In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.
- In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff with a governor or member of the LA present.
- Incidents of verbal or physical abuse or harassment towards staff may result in the police being informed, and may result in prosecution.

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

Clifton School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

Unacceptable Use of Technology

Clifton School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies. Failure to comply with these expectations could similarly result in

parents and/or other adults being banned from the school site, and the incident may be reported to the police.

Allegations of Abuse Against Staff and Other Adults Working in the School

General

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of Clifton School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, Clifton School follows the LA procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School reference can also be made to the LA's Whistleblowing policy which has been adopted by Clifton School.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance and the Cumbria LSCB procedures.

Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage

Bullying

What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Bullying is not a one off falling out between pupils, even if this involves violence or name calling.

Such cases will be dealt with using the sanctions above.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this Policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

The Law

Clifton School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils" Education and Inspections Act 2006 , section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil's Class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, keeping safe curriculum enhancement, PSHCE and during class/circle time. The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for Dealing with Bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHCE programme that discusses issues such as diversity and anti-bullying messages
- Assemblies both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out keeping safe (including anti-bullying) messages
- Circle time
- Acceptable Internet Use policy is signed by all and e-safety is discussed in ICT lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for behaviour

- A record of bullying incidents is kept in the incident report file, recorded on minor incident forms, both for the victim and the offender

Strategies for Dealing with the Bully

- Disciplinary sanction imposed either exclusion or period of time in internal exclusion
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Out of lesson support
- Short term modification of school timetable
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

Drugs and Drug-Related Incidents

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 6.2 refers.

Drugs Education forms part of the PSHCE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by any members of the school.
- Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is seen as important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

Responsibilities

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures. The headteacher is named as the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team and dealt with in accordance with these procedures.

Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

Medicines

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents/carers on this issue is available on request from the school.

Tobacco

In line with legislation, the school has a policy of No Smoking in the building and on the school site.

Alcohol

No alcohol is consumed during the course of the normal school day. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances

No illegal or illicit substances should be brought to school or used on school premises.

What to do in the event of finding a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Headteacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Headteacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order to protect all persons:
 - Do **NOT** attempt to pick up the needle.
 - If possible, cordon off the area to make it safe.
 - Inform the Headteacher/Senior Leadership Team member who will then ring the police for disposal advice.

What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia

- (1) Request that the pupil hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Headteacher and other authorised staff can search possessions without the permission of the pupil when looking for prohibited items.
- Teachers can search a pupil's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used in order to complete the search.
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

Procedures for dealing with a pupil suspected to be under the influence of a drug or substance

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Head teacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and also taken with the pupil (for analysis).

All drug related incidents will be recorded.

When to contact the police/disciplinary action

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

- Where controlled drugs are found, these will be delivered to the police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will be returned to the pupil.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and in each case, the Headteacher will take into account the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils outwith school premises, the Head teacher or other member of staff will consult with the police.

Appendix A

ENSURING GOOD BEHAVIOUR IN SCHOOLS -

A Summary for Head Teachers, Governing Bodies, Teachers, Parents and Pupils

Introduction

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other;
- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils;

- Head teachers to help create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- Governing bodies and Head teachers to 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; and
- That every teacher will be good at managing and improving children's behaviour.

This document summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

The Behaviour Policy

Every school must have a behaviour policy. The **Governing body** is responsible for setting general **principles that inform the behaviour policy**. The **Governing body** must consult the **Head teacher, school staff, parents** and **pupils** when developing these principles.

Head teachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Head teachers** must publicise the school behaviour policy, in writing, to **staff, parents** and **pupils** at least once a year.

Powers to discipline

Teachers, teaching assistants and **other paid staff** with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Punishment

Teachers, teaching assistants and **other paid staff** with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. **Head teachers** can also decide to **exclude a pupil for a fixed period** (to **suspend**) or to **permanently exclude** them.

Searching Pupils

School staff can search **pupils** with their consent for any item. A pupil's ability to give consent may, however, be influenced by the child's age or other factors.

Head teachers and **staff authorised by the head teacher** have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- Knives and weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Use of Reasonable Force

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.

Head teachers and **staff authorised by the Head teacher** can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. 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.

The school's behaviour policy should set out the disciplinary action that will be taken against **pupils** who are found to have made malicious accusations against school staff.

Exclusion

The **Head teacher** decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, 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.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and **the Governing body** must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel. *(Please note – changes to this particular legislation will come into force in September 2012)*

Schools are under a duty to provide suitable full-time education for an 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

(References to parent or parents are to fathers as well as mothers, unless otherwise stated)

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives suitable full-time education either at a school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the **parent** may receive a school attendance order from the **local authority** requiring them to register their child at a school.

For school registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

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.

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 penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school Governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** applies for one.