

# St Mary's CE Aided Primary School Behaviour And Discipline Policy Statement.

At St Mary's C. E. Aided Primary School our Curriculum Policy Statement embeds our principles:

*'We believe that all children have a right to a broad, balanced, relevant and challenging curriculum which is age and development appropriate and provides continuity and progression taking into account individual needs and interests.'*

The provision of a quality curriculum, delivered through quality teaching with access to quality resources will enable quality of learning to take place. Our ethos of positive support and encouragement is embedded in our Mission Statement:

## **St Mary's enables everyone to be:**

- Successful learners, who enjoy learning, make excellent progress and achieve to the best of their ability.
- Confident individuals, who feel safe, are happy, healthy, enjoy a challenge and are resilient when facing difficulty.
- Responsible citizens who care for one another and their environment and make positive contributions to the community and the wider world.

**Motto:** 'Investing in the uniqueness of each individual'

*'I am fearfully and wonderfully made' Psalm 139 v14*

This underpins all we undertake at our school. We have high expectations (academic, personal, social, moral and spiritual) and we aspire for all our pupils to aim high and succeed in all they do.

Although it is the policy of this school to keep rules and regulations to a minimum we believe that order and purpose need to be clearly established before effective learning can take place.

Throughout a child's time at school we aim to ensure that children know what standard of behaviour is expected of them and enable them to be successful by providing a framework of realistic, clearly defined and consistent boundaries which are explained. We acknowledge that children's innate exuberance and vitality encourages them to be curious about their world. We believe that good behaviour and discipline should develop from within the child, through independence, the development of self esteem and through consideration for others.

## **Aims:**

To create a calm atmosphere through good organisation and the reinforcement of positive qualities within the class and school.

To develop within each child a sensitivity to the needs of others through mutual respect, self discipline and social awareness.

To establish a clear and consistent Code of Conduct for all children and adults within the school which is known about and understood by all.

To develop a feeling of responsibility for the school, the local and the wider environment.

To encourage the involvement of both home and school in the implementation of this policy.

The achievement of high standards will involve:

1. Sound relationships between teachers and pupils.
2. Stimulating and effective teaching and learning.

3. Knowledge and awareness of rules and standards.
4. Praise and rewards.
5. The application of sanctions and punishments.

In order to help this develop and to give the children understanding, they will always be given or told the reasons behind rules and procedures.

### **School Golden Rules:**

"Love one another, as I have loved you." John 13:34

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

- We are considerate to one another, we treat others how we expect them to treat us
- We work hard
- We look after our own property and the property of others
- We listen to the views of other people
- We are honest
- We feel safe

Our Golden Rules are based upon the work of Jenny Mosley.

### **Co-Operative Learning:**

Our school rules, our expectations and Christian ethos are embedded within our co-operative learning approach which is followed throughout the school. Co-operative learning includes: learning behaviours; learning strategies and classroom management signals. These aim to ensure consistency, high expectations and maximum engagement of all pupils at all times.

### **Co-Operative Learning Behaviours:**

- Practise active listening
- Everyone participates
- Help and encourage others
- Explain your ideas and tell why
- Complete tasks

### **Classroom Management Signals:**

- Hand up for active listening

### **Classroom Rules:**

Classroom rules will be decided upon by the class teacher and the children in that class and will be displayed in the classroom. Class rules will be objective and measurable, be expressed positively, be related to the school rules and how they are practically applied to each class.

### **The Role Of The Academy Councillors:**

The governors have the overall responsibility for directing the conduct and ethos of the school and its standing in the local community.

In order to achieve this there is a continuing dialogue between the governors and the head teacher to ensure that there is always a clear understanding of the implications of the policy.

### **The Role Of The Head Teacher:**

The head teacher is responsible for the day-to-day discipline of the school and the implementation of the policy by members of staff. The head teacher promotes good behaviour by deciding the standards of behaviour expected, school rules and sanctions, prevents bullying (see Anti-Bullying Policy Statement), ensures children completes set tasks, regulates the conduct of pupils and publicises the Behaviour and Discipline Policy Statement.

### **The Role Of All Staff:**

All members of staff are actively involved in and have responsibility for the implementation of the school's Behaviour and Discipline Policy.

It is vital that all staff should lead by giving a clear and positive example if children are expected to behave in a reasonable manner. Respect will be earned by staff by doing their job well, treating pupils, parents and colleagues with respect and fairness and the example they set through their own behaviour and attitudes. All members of staff are expected to have excellent classroom management skills, apply appropriate pupil support systems (eg. traffic lights), teach good behaviour, liaise with parents and other agencies, manage pupil transition and apply appropriate rewards and sanctions. All staff should apply the Behaviour and Discipline Policy in a fair and consistent manner at all times throughout the school.

### **The Role Of Parents/Guardians:**

All children need parental encouragement and support to participate positively and fully in their day-to-day schooling and the wider life of the school and the community. It is essential that parents and the school work closely together to understand and maintain high expectations of children's behaviour and work. The school welcomes the interest and close involvement of parents in all areas of school life. Parents are encouraged to participate with the school in their child's education and the school arranges regular opportunities for liaison (meetings, reports and letters) however we are always pleased to arrange additional meetings should parents require them. Parents will be informed of examples of positive behaviour and attitudes as well as examples of unacceptable behaviour which fall short of our high expectations. Parents are also requested to sign a home/school agreement (appendix 1) which provides details of our expectations of behaviour, dress and commitment, for children, parents and members of staff.

### **Implementation Of The Policy:**

#### **In The Classroom:**

The quality of the curriculum offered and the organisation of pupils plays a significant part in determining behaviour. At St Mary's C of E Aided Primary School we aim to provide a broad, varied, challenging and relevant curriculum.

The classroom ground rules or code of behaviour e.g. movement within the room, when to be active and when to be quiet, need to be clearly identified and explained to the children. These classroom rules should be perceived as being fair, reasonable, sensitive effective and being consistently applied. These should be displayed in the classroom.

Teachers should have high expectations of children's work and behaviour and lead by example e.g. quality of work and displays, behaviour, dress, punctuality and commitment.

Children should have frequent opportunities to develop an increasing responsibility for their own learning e.g. organising their own workspace, collecting and returning equipment.

All children should wear our school uniform (blue/white shirt, burgundy sweatshirt and grey skirt, trousers or pinofour dress). We believe it engenders a feeling of belonging, inclusion and equality within our school.

Where appropriate rewards and reprimands should be used and applied consistently and fairly.

Children should be appropriately supervised. There should be an emphasis on the positive, such as praise for good behaviour and work, with appropriate written comments on completed work in line with the school's marking policy.

Any misbehaviour should be dealt with quickly and calmly, and any further disruption minimised. Inappropriate behaviour should neither be approved or condoned. Acts of bullying are not condoned and staff should refer to the Anti Bullying Policy Statement for appropriate actions and responses. Reasons for bad behaviour should be sought and the information acted upon positively.

### **Around The School:**

When moving around the school children should always walk quietly and calmly so that others are not disturbed or distracted.

Children should always enter and leave the hall in single file with the teacher being responsible to ensure control and safety.

In the general school environment e.g. corridors, shared teaching and the toilet areas children are expected to behave in a positive and appropriate manner. They should also keep these areas tidy and in a suitable condition for others to use.

We expect children to display good manners, be courteous and behave in a respectful way at all times.

### **In The Playground:**

All children are either brought to school under the responsibility of an adult. Those brought to school by an adult remain under that adults care until the classroom doors are open at 8:45am and the children enter the classrooms. In Year 6 parents may sign a form to allow their child to walk to school in preparation for transfer to secondary education. The Year 6 teacher will monitor these arrangements which may be withdrawn if health and safety issues cause concern.

At the end of the school day the children leave the premises via the classrooms. Children in Key Stage Two who are unable to find the adult collecting them are instructed to return to the school building where they can wait for the adult in safety. Children from the Foundation Stage and Key Stage One remain in the school building until the adult collecting them is seen by the class teacher or teaching assistant.. Please refer to the 'Children Left At School Policy' for specific guidance regarding children who are not collected from school at the appropriate time.

In the playground a wider range of behaviours become acceptable as the children need to run, shout and generally 'let off steam'. However, playing should be positive and purposeful with no violent or aggressive games e.g. play fighting. All physical and verbal aggression to other children will be investigated and dealt with appropriately. Bullying or racial harassment are not tolerated at any time (please refer to the Anti Bullying Policy Statement). Behaviour records are kept by the head teacher which include a racist incident log. Behaviour is monitored on a half termly basis to identify trends and needs to enable appropriate support to be provided to modify behaviours and ensure learning can occur for all pupils at all times.

Small apparatus such as balls and skipping ropes may be borrowed from the school Sports Leaders Shed, in line with class arrangements. These may be used in designated areas on the playground and according to weather conditions.

The wooden fitness trail, fitness gym, reflection area and grassed areas may be used depending on the ground and weather conditions as decided by the teacher on duty.

It is the responsibility of the teacher on playground duty to supervise the children in the playground and to monitor behaviour. Any problems should be dealt with as they occur, but the child's class teacher should be informed of any behaviour that causes concern.

In the event of wet or icy conditions at playtime, the teacher on duty will decide to allow or cancel outside playtime and will inform other members of staff of the decision. In the event of playtime being cancelled the class teacher, designated assistant or teacher on duty will remain with the children to supervise alternative activities or games.

At lunchtimes the lunchtime supervisors take responsibility for the children with the head teacher, assistant or member of the senior leadership team.

At lunchtimes children enter and leave the school building as directed by the lunchtime supervisors. All normal playground procedures apply. If the weather prevents outside play then the children are supervised in their classrooms where board games and activities are available.

The children eat their school dinners or packed lunches in the hall. They should enter and leave the hall in a quiet and controlled manner and remain seated whilst eating. Lunchtime supervisors should encourage considerate table manners.

Children are allowed access to toilet facilities when they are needed, but at playtimes and lunchtimes the children are expected to use these facilities before leaving the school building. At both play and lunch times children are expected to remain outside where they can be safely supervised. Permission from the teacher on duty should be sought before re entering the building.

### **Managing Behaviour:**

We consider it important that good behaviour is recognised and rewarded. This is normally done through verbal praise or an appropriate written comment. The school has adopted a step traffic light system (green, amber and red) which is displayed in each classroom and discussed with the children to promote understanding of the system.

Good behaviour including politeness, helpfulness, a positive attitude and hard work are commended verbally by all staff.

### **Rewards:**

Essential elements of co-operative learning include the team approach within the cycle of effective instruction (active instruction, peer practice, assessment and team celebration). Teachers nominate children for the Achievement Assembly on Friday afternoons which highlight good behaviour.

In the Foundation Stage children are rewarded with 'jumps' along a rainbow rewards chart until a child reaches the 'pot of gold' where their achievement is rewarded by a small gift chosen from a box by the child.

In Foundation Stage and Key Stage One children receive stickers for individual achievement and a teddy with a diary is sent home on a weekly basis with the 'Role Model' of the week who also receives a certificate in Achievement Assembly.

### **Achievement Assembly:**

Achievement Assembly is held each Friday afternoon at the end of the school day. This is an opportunity to share, encourage, praise and recognise achievements of the children in and outside of school. Children are able to bring in awards, certificates and trophies they have received for activities they have undertaken outside of school. In addition, each class teacher identifies children for Achievement Awards for specific curriculum outcomes which have embodied our School Motto (effort and achievement). The child receives a certificate, a sticker and a golden ticket which is placed in treasure box. Each term a golden ticket is picked out of the treasure box and that child receives a family prize. A 'Role Model' is also identified each week by the class teacher for specific behavioural acts. They receive a certificate and a 'Time to Shine' star. In Foundation Stage and Key Stage One, the children take home a class mascot with a diary.

Other awards presented include birthday stickers and attendance awards. The School Sports Leaders identify children from the Foundation Stage, Key Stage One and Key Stage Two classes to receive a 'smelly certificate' during Achievement Assembly.

For specific acts of kindness, enthusiasm or commitment shown by a child a teacher may send a message through 'Schooling' to inform parents/guardians of the excellent behaviour of a child.

### **Inappropriate Behaviour:**

Children who find it difficult to maintain good behaviour may be referred to the head teacher or member of the senior leadership team. Where behaviour continues to be unacceptable the parent/guardian of the child is invited into school to discuss the situation.

Where reprimand is necessary it is important that it is appropriate to the offence committed and that the situation is dealt with by the teacher concerned.

The school will encourage the child to develop greater self esteem and become more willing to conform to acceptable behaviour patterns. This will be encouraged through the consistent use of strategies especially focusing on a child's abilities and giving praise, and the building of a closer relationship with the child by making time for individual attention to talk and listen to the child. The teacher will also have appropriate activities that the child can be diverted to should they need withdrawing from a situation. The withdrawal of privileges e.g. unaccompanied access to toilet facilities, working outside the classroom, choosing a working group, may also be applied.

At all times we seek to emphasise that it is the child's behaviour that is not acceptable not the child her/himself and seek to teach good behaviour.

### **Sanctions:**

These procedures apply equally to all children who attend our school. A step system has been adopted which includes:

Any inappropriate actions or comments will receive a verbal request which includes a reminder of what the appropriate behaviour is and what the consequences will be. If the child continues to misbehave or misbehaves again the child will be given a verbal warning, should this continue the child will be moved to the amber traffic light. In the Foundation Stage the child is given an immediate 5 minute 'time out'. A 'time out' occurs when the child sits in a designated area in the classroom/playground for the set time. In Key Stages One and Two a 5 minute loss of break or lunchtime is carried out whereby the child stands by the member of staff on duty in the playground.

Where class disruption is more prolonged and misbehaviour continues (two ambers within one day) the child will be moved to the red traffic light, this initiates a red message home, sent via 'Schoolping'. Parents are expected to respond to a 'red' message and contact the class teacher. Should contact not be made within two days the class teacher will telephone the parents to discuss the matter. Children placed on the red traffic light will be automatically withdrawn from one lunchtime and one playtime in Key Stage Two (in isolation supervised by a member of staff designated by a rota). A morning and an afternoon playtime for Foundation Stage and Key Stage One. It is expected that the child continues to work on the set tasks, any missed time is to be made up at break or lunchtimes. Should a child continue in their non-compliance the following day the consequence will be isolation for one day, out of class with the head teacher, or member of the senior leadership team.

For a serious misdemeanour the head teacher, or member of the senior leadership team are contacted immediately (red triangles are situated in each room) and the child is removed from class into 'isolation'. Whilst in isolation the child will be supervised and expected to complete the tasks that the class are completing. Incidents which trigger this are: willfully hurting another child; willfully destroying property; overtly refusing to comply to adult request/s; engaging in behaviour that prevents the class functioning; using racist/sexist remarks; swearing at a member of staff. Children who invoke these actions will be recorded in a file held by the head teacher. If appropriate, privileges will be removed including attendance at after school and lunchtime clubs. At the beginning of the school day every child will return to the green traffic light to start a new day (should any sanction not be completed then the child would return to green immediately afterwards).

The head teacher monitors all amber and red occurrences. Each half term the head teacher analyses data to review the effectiveness of the school's policy and procedures, identifies patterns and the need for additional support or intervention for some pupils.

The head teacher also ensures the policy does not impact disproportionately on particular groups, is differentiated to meet the needs of those with special needs and disabilities, ensures that safeguarding

procedures are followed where a child's behaviour may suggest a child is suffering from significant harm and ensures continuing disruptive behaviour is not a result of unmet educational or other needs.

### **Disciplinary Action: Agreed Procedures**

Children who repeatedly behave in inappropriate, racially or sexually offensive ways will be reported to the head teacher. The head teacher will inform parents of such incidents and keep them informed of developments. The head teacher will complete the relevant Local Authority reporting papers as applicable. If a child continues to exhibit unacceptable behaviour parents will be asked to attend a meeting when further disciplinary procedures will be explained. Parents will be requested to discuss their child's behaviour with the class teacher weekly. A further step will be the request of a parent to attend class with their child to monitor their behaviour. Disciplinary issues will be reported to the governing body at this level.

### **Exclusions:**

In very exceptional cases it may be necessary for the Academy Council, after consultation with the head teacher to consider excluding a child from school either on a temporary or permanent basis. In such cases the current legal requirements will apply and the Local Authority and Academy will be immediately informed.

### **Screening and Searching Pupils:**

The law allows schools to require pupils to undergo screening by a walk-through or hand held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. The school has a statutory power to make rules on pupil behaviour and it is their duty as an employer to manage the safety of staff, pupils and visitors, this enables a school to impose a requirement that pupils undergo screening. This may be carried out by any member of staff. At St Mary's C. E. Aided Primary School we do not screen pupils.

The law allows for school staff to search a pupil for any item banned under the school rules, if the pupil agrees. At St Mary's C.E. Aided Primary School we would consider the following items to be banned: knives, weapons (including items which could be used as weapons eg scaw driver, scissors, nail file or similar sharp object), alcohol, illegal drugs and stolen items. The law permits school staff to seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Schools are not required to have formal written consent from the pupil for this sort of search, it is enough for the teacher to ask the pupil to turn out their pockets or if the teacher can look in the pupils bag and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. A pupil refusing to co-operate with a search will be placed on red and removed to an isolated, safe area. Their parents/ guardians will be contacted for an immediate meeting to resolve the situation.

Searching without consent may be carried out by the head teacher or a member of staff authorised by the head teacher. However, the person searching must be the same gender as the pupil being searched and there must be a witness (also a staff member) and if at all possible the same gender as the pupil. It is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school visit. There must be reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

The head teacher can decide who to authorise to use these powers and there is no requirement to provide authorisation in writing. Staff may refuse to undertake a search. At St Mary's we do not employ security staff as a result only members of staff will be authorised to undertake a search. Staff at St Mary's are authorised to search for stolen property. Members of the Senior Leadership Team are authorised to search for weapons, knives, alcohol and prohibited substances. There is no legal requirement for staff to be trained before undertaking a 'without consent' search. However, the head teacher should consider whether the member of staff requires additional training to enable them to carry out their responsibilities.

When establishing grounds for a search without consent the teacher must consider in each particular case what constitutes reasonable grounds. For example they may have overheard other pupils talking about an item or they may notice a pupil behaving in a way that causes them to be suspicious. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item, including items which are later

found not to be stolen or illegal. St Mary's does not have access to CCTV so no footage would be viewed to determine a search.

Searches should be carried out on the school premises or elsewhere, where the member of staff has lawful control or charge of the pupil, for example school visits in England or in training settings.

The power to search without consent enables a personal search involving the removal of outer clothing (clothing which is not worn next to the skin or immediately over a garment that is being worn as underwear, but includes hats, shoes, boots, gloves and scarves) and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (police officer) can do. Under common law powers, schools are able to search cloakrooms and desks for any item provided the pupil agrees. Schools can also make it a condition of having items in the cloakroom or in a desk, that a pupil consents to have these searched for any item, whether or not the pupil is present. At St Mary's we have a desk tray or tray and it is a condition of having this facility that they may be searched for any item whether or not the pupil is present. If a pupil does not consent to a search (or withdraws consent) the privilege of having a desk tray or tray will be withdrawn. It may still be searched prior to removal of privilege but only for prohibited items as listed above. Reasonable force may be used by the person conducting the search, please refer to the appropriate section in this policy.

After the search the member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any item is thought to be a weapon it must be passed to the police. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully.

For items found as a result of a 'without consent' search the law says a person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence. Where alcohol is found they may retain or dispose of it. Where controlled drugs are found they should be delivered to the police as soon as possible unless there is a good reason not to do so, in which case the drugs must be disposed of. Where other substances are found which are not believed to be controlled drugs these can be confiscated if it is believed they are harmful or detrimental to good order and discipline. Where stolen items are found they should be delivered to the police unless there is a good reason not to do so, in which case they should be returned to the owner. The stolen items may be retained or disposed of if returning them to their owner is not practicable. When determining what is a good reason, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article. At St Mary's this decision must be made in consultation with a member of the Senior Leadership Team and current guidance provided by the Secretary of State should be referred to.

Schools are not required to inform parents/guardians before a search is carried out or to seek their consent to search their child. There is also no legal requirement to make or keep a record of a search. However, schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. At St Mary's the head teacher will be informed of any screening or searching and a record will be kept of each individual case. Complaints about screening or searching should be dealt with through the school's Complaints and Compliments Policy.

### **The Power To Use Reasonable Force Or Make Physical Contact:**

All staff have a duty of care for children at our school and therefore they may need to intervene in extreme circumstances. The term 'reasonable force' covers a broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstance' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom using caring 'c's'.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Records must be kept of all instances where any form of restraint is used.

All members of staff at St Mary's have a legal power to use reasonable force. Whilst the head teacher can apply the power temporarily to unpaid volunteers and parents who accompany pupils on organised visits we do not sanction this at St Mary's.

At St Mary's we believe that reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is used to control or to restrain pupils. The decision on whether or not to physically intervene is down to the professional judgement of the individual member of staff concerned. The decision should always be based and depend on the individual circumstances. The school acknowledges that reasonable adjustments for disabled pupils and pupils with SEN should be made. This will ensure that they are not endangered or physical disabilities aggravated. We will act in line with recommendations made by professionals for specific SEN pupils for example, behaviour management strategies or those with communication difficulties including ASD where strategies may be carefully planned to reduce problems and not exacerbate circumstances or plan for a pupil who may need regular positive handling. Some examples of situations where reasonable force can be used are:

- The removal of disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Preventing a pupil leaving the classroom where leaving the classroom would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevents a pupil from attacking a member of staff or another pupil; or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment, it is always unlawful to use force as a punishment.

Schools do not require parental consent to use force on a pupil and it is up to schools to decide whether it is appropriate to report the use of force to parents although it is considered good practise for schools to speak to parents/guardians about serious incidents involving the use of force. At St Mary's we will speak to parents/guardians about serious incidents involving the use of force and complete a 'Use of Reasonable Force Report' (appendix 2). The head teacher will inform the Premises, Finance and Staffing Committee of the number of incidencies and responses form parents/carers. This will be anonymous. A member of staff should use their professional judgement when considering if a serious incident has occurred and consider the following:

- 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;
- The child's age.

The head teacher will consider the need for additional staff professional development. Currently the Head Teacher and a T.A has attended Team Teach and is able to cascade current practice in light of individual members of staff needs. Should a challenging pupil join our school who has specific needs or a plan for regular positive handling appropriate additional training will be accessed via the Academy.

At St Mary's we consider it is inappropriate to deploy the following restraint techniques as they are considered to present an unacceptable risk:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- The 'double basket-hold' which involves holding a person's arms across their chest; and

- The ‘nose distraction technique’ which involves a sharp upward jab under the nose.

If a pupil complains when force is used upon them it is always the school’s duty to investigate and feed back to pupils, parents and carers the investigation findings. Each complaint should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law (they have used reasonable force in order to prevent injury, damage to property or disorder) this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove their allegations are true, it is not for the member of staff to show that they have acted reasonably. Suspension is not an automatic response when a member of staff has been accused of using excessive force and reference should be made to the document ‘Dealing With Allegations of Abuse against Teachers and Other Staff’ which provides guidance where an allegation of using excessive force is made. The circumstances of each allegation should be carefully considered prior to a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. Should the decision be made to suspend a member of staff, the school should ensure that the member of staff has access to a named contact who can provide support. The Governing Body should consider whether the member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action. The Governing Body has a duty of care towards each employee and appropriate pastoral care should be provided to any member of staff who is subject to a formal allegation following a use of force incident.

It should be noted that it is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. At St Mary’s we consider the following to be examples of proper and necessary contact:

- Holding the hand of a child at the front or back of a line when going to worship or when walking around the school or to church;
- 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, clubs or sports coaching;
- To give first aid.

At William Casidi we will also take account of advice received from the Local Authority Safeguarding Board.

### **The Power To Discipline Beyond The School Gates:**

The Education and Inspections Act 2006 gives head teachers the ability to ensure that pupils behave when they are not on the school premises or under the lawful control of staff. The Act establishes clear responsibilities with regard to behaviour and to bullying (Anti-Bullying Policy). Where instances of poor behaviour and/or bullying are reported to a member of staff, the information will be passed to the head teacher for investigation and appropriate action will be taken. The head teacher will consider whether it is appropriate to notify the police or the anti social behaviour co-ordinator at the Local Authority of the actions and consequences taken. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

This policy will be reviewed on an annual basis.

Policy approved by the Academy Council : 30th January 2018

## Appendix 1:

### St Mary's C of E Aided Primary School Home – School Agreement

#### The Parents/Guardians will:

- Ensure that my child goes to school regularly and on time
- Telephone school and provide a note to explain any absence
- Support the school's policies and guidelines for behaviour
- Support the school's policy on wearing school uniform with no jewellery
- Ensure that my child goes to school properly equipped for all lessons, including P.E. and swimming
- Support my child in homework and other opportunities for home learning
- Attend parent/teacher consultation meetings to discuss my child's progress
- Get to know about and support my child's life at school
- Let the school know of any concerns or problems that might affect my child's work or behaviour

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### St Mary's C of E Aided Primary School will:

- Endeavour to create a caring, Christian ethos in which your child will be encouraged to do their best at all times
- Care for your child's safety and happiness
- Encourage your child to respect themselves, their peers, their belongings and surroundings and be a valued member of the school community
- Provide a balanced curriculum which meets the needs of your child
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Keep you informed about the school curriculum and activities through letters, newsletters, notices and the school's website
- Send home reports on your child's progress and targets set for the development of your child
- Arrange open evenings and parent consultation meetings during which your child's progress will be discussed
- Provide and mark homework and home learning activities
- Let parents/guardians know about any concerns or problems that affect your child's work or behaviour
- Contact parents/guardians if there is a problem with attendance or punctuality

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### The Pupil Will Try To:

- Attend school regularly and on time
- Wear school uniform and be tidy in appearance
- Complete all my class work and homework as well as I can
- Be polite and helpful to others
- Behave appropriately at all times
- Abide by the school's golden rules

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Together We Will:**

- Support your child's learning to help them achieve their best
- Tackle any needs or problems together
- Encourage your child to keep to the school's golden rules

All school policies are available on the school's website:  
<http://www.stmarys-pri.org.uk/> or via the school office.

**Our School Golden Rules are:**

"Love one another, as I have loved you." John 13:34

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

**Appendix 2:****Use of Reasonable Force Report**

<b>Name of Pupil:</b>		Date of Birth:
Address:		
Year Group:		
<b>Name of Member of Staff:</b>		
<b>Report of Incident:</b>		
<i>(please include date, time, location, circumstances and subsequent actions)</i>		
<b>Incident reported to:</b>	Date:	Time:
<b>Contact with Parent/Carer:</b>	Date:	Time:
Telephone number used:		
<b>Parent/Carer Response:</b>		
<i>(please note any responses made by the parent/carer)</i>		
<b>Pupil Debrief:</b>	Date:	Time:
<i>(please give details of circumstances, why reasonable force was used, what would be the response if the same happened again, comments by pupil which clarify their perspective, how to avoid a repeat)</i>		
<b>Further Notes/Subsequent Actions:</b>		
<i>(PTO if required)</i>		

**Appendix 3:**

