



Behaviour Policy

Summer 2017

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At World's End we believe that good behaviour underpins and facilitates learning, progress and achievement. Teaching staff, non-teaching staff, governors and parents are all responsible for and can influence either directly or indirectly the behaviour of pupils. For this policy to be effective it needs to be consistently applied throughout the school by all staff and supported by parents and governors. This process will be managed and overseen by the Head Teacher, Pastoral Director and learning Mentors. School staff should encourage respect and promote positive behaviour in a consistent way; they have a right to safe working conditions;

appropriate professional development and support with behaviour. Guidance will be given on request and thoughtout as needed.

Expectations:

- Parents should send their children to school with a positive message about behaviour and learning; parents are expected to support the school's behaviour policy, including rewards and sanctions.
- Pupils have a right to be taught in a safe environment that is conducive to learning and have a responsibility to attend school regularly and on time; listen and respond thoughtfully to adults and to each other, accept sanctions and to use appropriate language at all times.
- School staff should model and encourage respect and promote positive behaviour in a consistent way. They have a right to safe working conditions, appropriate professional development and support on behaviour issues with clear guidelines specified in the school policy.

AIMS:

- To provide a calm and caring ethos, where learning is valued by pupils, staff and parents
- To apply rules fairly and positively and follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour
- To promote sound moral and social attitudes where children learn respect for themselves and others
- To ensure that all staff feel supported in their determination to secure effective behaviour for learning
- To ensure everyone associated with World's End Junior School is aware of our rules, rewards and sanctions.
- To monitor pupil behaviour effectively in order to support learning across the curriculum
- To encourage increasing independence and self-discipline so that pupils learn to accept responsibility for their own behaviour.
- To have a graduated and consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To raise children's self-esteem.
- To use outside agencies effectively to support good behaviour for learning for all pupils

Roles and Responsibilities

Staff are expected to:

- Show respect and promote positive behaviour
- Listen to pupils
- Speak calmly and authoritatively
- Treat pupils fairly as individuals
- Help pupils manage their emotions and behaviour
- Support and encourage the dress code of the school
- Challenge unacceptable behaviour
- Confiscate prohibited items
- Keep parents & carers informed about behaviour issues and/or good behaviour
- Model high standards of presentation, respect and learning behaviours
- Adhere to anti-bullying and anti-racist procedures

Pupils are expected to:

- Listen to staff and others, show respect and follow instructions
- Use language that is appropriate to the learning environment and conduct themselves appropriately
- Show respect for the learning environment by keeping rooms and corridors tidy, clearing away their own and general clutter at the end of lessons, tidying up when asked to do so
- Promote the good reputation of the school in the community, bearing in mind that the behaviour policy applies to and from school and on all activities that take place off site
- Adhere to anti-bullying and anti-discriminatory practices and values, promoting equality and inclusion.

Parents & Carers are expected to:

- Support the school's behaviour policy by talking regularly to their child/children about behaviour in school and accepting the use of sanctions where appropriate
- Encourage respect for their child's school, staff and their child's classmates
- Show respect and support for the school's policies and ethos
- Keep the school informed of any issues that arise that might affect their child's learning or behaviour
- Support their child with their homework/home reading/attendance
- Work in partnership with the school in managing the behaviour of their child

Our School Rules

Our School Rules

Listen to and follow instructions
Treat everybody with respect
Try to settle arguments peacefully
Take care of school property and our environment
Play where it is safe and where an adult can see us
Move around school quietly and calmly
Focus upon your learning and allow others to learn

Staff should regularly remind pupils of the school rules. If a pupil does not follow a school rule, staff should explain clearly which rule they are breaking.

Classroom Rules

For learning to take place there must be a sense of order. As well as school rules, each class should create and agree on classroom rules which promotes good behaviour for learning. It is essential that the children are involved in formulating these rules and that behaviour in the classroom is determined by these rules. Rules should be positive and children should be encouraged to learn them. The agreed classroom rules must be displayed in each classroom by the second week of the autumn term and displayed so that reference to the rules and expectations can be made as and when necessary.

Rewards

The emphasis in behaviour management should always focus on seeking out and drawing attention to the behaviour which we wish to develop. There should be consistent and public praise of good behaviour in order to reward the pupil who is doing well and encourage others to emulate that behaviour. In our school, good behaviour is an expectation and so will not be formally rewarded. Our school's rewards system is firmly rooted in 'Behaviour for Learning'. Examples of good behaviour for learning include:

- Good attendance and punctuality
- Independence
- Resilience
- Team work and the ability to work collaboratively
- A high degree of effort
- Engagement
- Setting high personal goals and targets
- Creativity

- Learning at home
- Encouraging and assisting others in their learning, e.g. peer-learning
- Exceptional work
- Accelerated progress

Learning Points

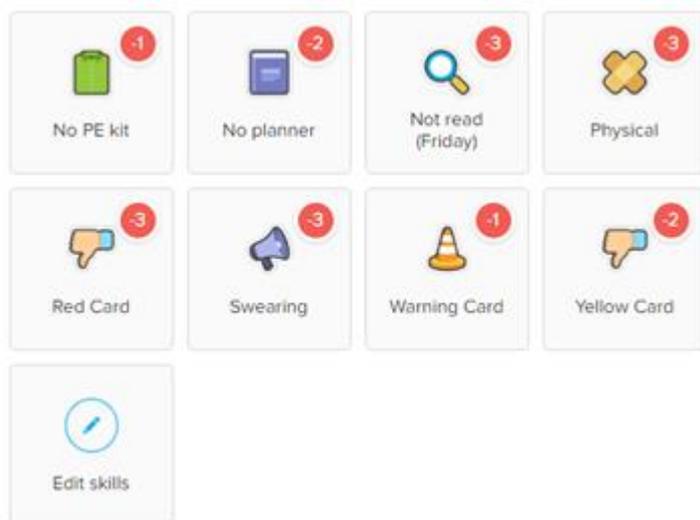
When pupils display good behaviour for learning they will be awarded 'learning points' in the form of a sticker which the pupil selects and places next to their name on the 'Superstar Learners' class wall chart. When 18 points have been collected the pupil will be able to go to visit the Headteacher for special recognition of their achievement and choose a prize.

In addition to the above, one learning point will be awarded:

- If a child has read at least 3 times at home in a week and their reading diary has been signed by an adult
- For completing homework

Class Dojo

All classes sign up to Class Dojo, an online visual reward system, whereby the teachers add the following positive and negative behaviours to support good behaviour for learning.



Attendance and Punctuality Awards

Weekly Awards Attendance Awards

A weekly attendance award is presented to the class in Thursday's assembly. The trophy is presented to the class with the highest rate of attendance who will be awarded an additional 15 minutes play time

Individual Attendance

Each class will have the Attendance Diamond displayed within their classroom. On the Attendance Diamond each child's name will be laminated and placed in a zone to reflect where the child's current attendance. There will be a weekly attendance tutor time slot for the administration of this information.

Half Termly Attendance Awards

All children achieving 98%, 99% and 100% attendance are entered into a special draw. The whole family of the winners from each category will receive a special prize to enjoy together e.g. cinema tickets, restaurant vouchers, bowling vouchers.

Mathletics Trophy

The class who achieves the most Mathletics points in a week will receive the Mathletics trophy and 15 minutes extra play.

'VIP Diners Award'

This is given to the class that has conducted themselves most appropriately by setting an example of how to behave in the canteen (e.g. through displaying good table manners and social skills). This award allows the class to go into lunch first for the following week.

Gold Book Assembly

At the end of each half term, staff will recognise the achievements of two pupils from every class and write a brief comment in the special Gold Book. The children's achievements will be celebrated in the 'Gold Book Assembly' when they will receive a certificate.

Spirit of Sport Award

Teachers will also nominate a pupil from their class who has displayed the following positive behaviours to an exceptional degree:

1. Determination
2. Respect
3. Team Work
4. Passion
5. Honesty
6. Self Belief

A certificate is presented to the nominated child during Gold Book assembly, to which parents of nominated children will be invited.

Golden Time

'Golden Time' is 15 minutes additional playtime which is awarded to all children who have remained on 'Green' all week according to the class 'Good to be Green' behaviour chart.

I've Remained Green all Term

Pupils who have remained on 'green' all term will receive a special certificate and a suitable class treat, e.g. extra play time. Pupils who have remained 'on green' all year will receive a certificate, a class treat and their name will go into a raffle to win an extra special prize.

Junior Leadership Team

A special treat will be organised for those children who have dedicated their own time for the benefit of the pupils within school.

Sanctions

We recognise that praise is more effective than sanctions. Nevertheless, the school will take a firm stand on negative behaviours, including bullying and racist behaviour. World's End Junior School will not tolerate behaviour that interrupts learning in any way. School staff will deal with incidents in the manner and style appropriate to the level of misconduct, involving more senior staff as appropriate.

Our 'It's Good to be Green' Behaviour System

In every classroom there is an 'It's good to be green' wall chart which is used to indicate when a pupil is behaving inappropriately. All children begin the day on green which signifies that they are ready for learning.

The following sanctions will be applied as part of a graduated approach to managing any inappropriate behaviour:

Green 1 / G1

Teachers will initially deal with inappropriate behaviour by gently reminding the child of the classroom/school rules. All children who remain on G1 are effectively making the 'right choices' and displaying good behaviour for learning.

Green 2 / G2

A child displaying unacceptable behaviour that persists will be given a verbal warning and their green card will be turned around. **De-escalation strategies will employed** by staff and the child is reminded of expected behaviour. The child will be encouraged to restore their behaviour and has the opportunity to return to G1.

Warning 1 / W1

If the same unacceptable behaviour persists, the child will be issued a yellow 'warning' card and further **de-escalation strategies will be employed.** **The child, with the Class Teacher or**

Teaching Assistant will discuss their behaviour and be given personalised specific targets and strategies to enable them to rectify their behaviour and work back to Green.

Warning 2 / W2

If the same unacceptable behaviour persists, a W2 will be issued by turning over the yellow card (W1). The Learning Mentors will be notified when a pupil receives a W2 and the child will be escorted to a parallel class for 15 minutes 'reflection time' (all classrooms will have a 'Time Out' space available with a timer and book to encourage the pupil to re-focus, restore and return to class. Pupils will be collected by a member of staff (normally a Learning Mentor) five minutes before their 'time out' ends to give the child the opportunity to reflect on their behaviour and remind them that they still have the opportunity to restore their behaviour and return to 'Green'. Supported by a Learning Mentor, the child will be warmly greeted by their class teacher as they return to class - **it is crucial that any positive behaviour is rewarded in this period.** W2 sanctions will be recorded on the school's internal records and communicated to parents via the pupil's planner. Phase Leaders and Learning Mentors are expected to monitor pupils who repeatedly receive W2s and if necessary arrange a meeting with parents and notify SLT/Learning Mentors. **Persistent W2s, i.e. a child receiving 3 or more W2s in a week will result in a C1 / Amber Card.**

Consequence 1 / C1

If the unacceptable behaviour persists the child will receive an amber Consequence Card/C1 which will be recorded. At this stage the child is no longer able to go back to any of the above stages and is placed in a Phase Leader's class for the duration of the morning or afternoon session. Parents will be contacted by the Phase Leader or class teacher. Pupils with a C2 during a morning session will spend breaktime in 'Thrive' to reflect on their behaviour with the Learning Mentor. Pupils with an afternoon C2 will spend the following day's morning breaktime in 'Thrive'.

Consequence 2 / C2 Internal Exclusion

A Red Consequence Card (C2), or internal exclusion will be issued to a pupil whose unacceptable behaviour at C2 persists or for more serious behaviours, for example: fighting; hurting another pupil; being rude to staff; damaging school property, bullying, racism, homophobia etc. The Learning Mentors will inform the SLT of the C2 being issued and conduct a full investigation to ensure that all parties are heard. They will also inform parents of the incident and the outcome of the investigation and invite them to a meeting with a member of the SLT to discuss the outcome of the investigation and how to support all parties in moving forward. The pupil will be put on a 'Green Tracker' to monitor their behaviour. After a sustained period of improved behaviour for learning, the pupil will progress to a 'Gold Tracker'. When the child returns to class they will be warmly received and return to Green (G1). **Again, it is crucial that any positive behaviour is rewarded in this period.**

Graduated Approach to responding to behaviour within the Classroom

The levels indicator table below provides an example of children's behaviours categorised from low (W1/W2) to high level (C1/C2). This list is not exhaustive and should be used with professional judgement. **Persistent low level behaviour can result in a C1 being given.**

Pupils who have remained on 'green' all week will be given a sticker and a tick on the 'Good to be Green' chart.

Green (G1/G2)	Yellow (W1/W2)	Amber (C1)	Red (C2)
Displaying good behaviour for learning and following the school rules	Answering back	Deliberately not following instructions	Major disruption of lessons
	Not following instructions	Persistent defiance	Repeated incidents of bullying
	Inappropriate language	Deliberate destruction of another child's piece of work	Persistent stealing
	Not allowing others to learn	Minor Vandalism	Consistent direct verbal/racial comments/abuse
		Stealing/intent to steal	Violent kicking, hitting and fighting
	Destruction of property (first time)	Direct verbal/racial abuse	Violently attacking children
		Threatening behaviour	Major damage to objects or the building
	Bullying (investigation required)	Isolated acts of violence – kicking, hitting etc.	Physical aggression towards adults
	Leaving class without permission	Bullying (with investigation)	Persistent name calling
Purposely getting others into trouble	Deliberately telling lies		
	Persistent bad language		
	Absconding		
Leads into individual and/or class reward system	Reminder of school rules and expectations. Further de-escalation strategies applied.	To communicate unacceptable behaviour and place child in Phase Leader's class (AM/PM) Discussion with Learning Mentors	Discussion with Learning Mentors. Could lead to internal/fixed term exclusion. L.M's to consider trackers and discuss IBPs if appropriate.

CPOMS

All W1s, W2s, C1s and C2s are recored on the school's encrypted system of recording pupils' welfare – CPOMS. Alerts are sent to Senior Leaders, Phase leaders, Learning mentors and other relevant members of staff. Anomalised reports from CPOMS can be shared with parents and external agencies if required.

Behaviour Trackers

Pupils on a green behaviour tracker will be scored by staff for each element of their school day.

Teachers score each lesson out of 5 based on the following success criteria:

- Have you talked appropriately to staff?
- Have you followed instructions?
- Have you respected others?
- Have you stayed where you are supposed to be?
- Have you worked hard?

The scores should be fully explained to the pupil so that they understand why it's been given.

Pupils on green trackers need to report to the Learning Mentor at key points during the day and if they have scores below 4, they will be required to miss 10 minutes of their lunch time to reflect on their behaviour with her.

Gold Tracker

Pupils who have received consistently high scores for a sustained period will be allowed to progress to a special 'Gold tracker'. Each day pupils will work towards earning raffle tickets for a weekly draw with the headteacher; the winner will receive a special treat but all pupils who have reached their weekly total will receive a prize from the Headteacher.

At the beginning of break time, lunch time at the end of the day, the children on trackers are escorted to 'THRIVE' to have a discussion with a Learning Mentor about their behaviour throughout the day. If they have any scores of '3' or below, children are required to attend a behaviour workshop with a learning mentor who will encourage them to reflect on their behaviour; discuss appropriate strategies and remind them of expectations. This approach is positive and not a sanction.

If the Learning Mentor is concerned about the low level of scores on a child's tracker, she will involve the Pastoral Director in supporting the class teacher; equipping them with effective strategies and arranging further external intervention, if required.

GREEN BEHAVIOUR TRACKER									
30.01.2017	VCOP	L1	L2	BREAK	L3	LUNCH	L4	L5	BONUS
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
GOLD BEHAVIOUR TRACKER									
	VCOP	L1	L2	BREAK	L3	LUNCH	L4	L5	BONUS
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Parents will be informed if their child has received a W2, C1 or C2 via a 'Daily Behaviour Report Card' and/or comments in their child's planners, which will need to be signed and returned to the learning mentor the following day.

Today your child has received the following behaviour card.

W2 - The pupil is to spend 15 minutes in parallel class, then received back to class in a positive manner	C1 - Morning or afternoon in Phase Leader's room/agreed room	C2 - Internal Exclusion within Thrive to be discussed and sanctioned

Issued by _____ Date _____ Time _____

Reason _____

Parent/Carer's Comments _____

THRIVE – Internal Exclusion

Children who are struggling to manage their behaviour in class and are constantly being disruptive will be placed in THRIVE on Internal Exclusion after a Pastoral Meeting has taken place with parents/carers. This will be managed by the Learning Mentors. The child will reflect on their actions and think about how they will improve their behaviour on their return to the classroom environment. The Class Teacher will provide work for the day and the child will be expected to complete all work and abide by their own personalised individual targets which are discussed with the child at the beginning of the exclusion.

The purpose of Internal Exclusion is to ensure that children are supported in reflecting upon the choices that they have made; the consequences of their actions and strategies to improve their behaviour.

It is imperative that this opportunity to reflect is guided by an adult so that pupils:

- recognise their responsibilities regarding their own actions
- do not 'blame' others for events in which they have played a part

There is a **THREE STRIKE RULE** in THRIVE for children on internal exclusion.

Strike One : The child is reminded of the expectations set. If these are not adhered to, they are issued with a verbal warning - a conversation with them regarding expectations will again take place.

Strike Two : If disruptive behaviour persists, the child will be removed from Thrive and placed in a senior leader's office for the remainder of their day. Personalised targets and expectations will remain in place and parents will be informed by the Learning Mentor.

Strike Three : Persistent non-compliance with the personalised targets and expectations set will result in the pupil being placed on a Fixed-Term Exclusion and sent home.

The parents/Carers will be notified of any the decision **before it takes place**.

More serious behaviour incidents (i.e. wilful damage to school property, bullying, violence or making malicious accusations against staff) and children who display persistently poor behaviours will be referred to the Headteacher/Senior Leaders, who will use their discretion to impose an appropriate sanction, such as:

- 'Internal exclusion' (the child is moved to THRIVE for a fixed period of time)
- Lunch time exclusion
- Fixed-term exclusion
- Permanent exclusion

A member of the Senior Leadership Team will inform parents of more serious behaviour incidents and the Pastoral Team will put additional strategies and support in place, e.g. involvement from external agencies; review of Individual Behaviour Plan.

Behaviour Support

Pastoral Team

The pastoral team meets weekly to discuss pupils' well-being, behaviour and safety, pastoral referrals made by staff and to plan interventions and monitor the impact of existing interventions. The Pastoral team is lead by the Pastoral Director and includes the Headteacher, Deputy Headteachers, Inclusion Leaders and Learning Mentors. Staff with concerns about a pupil are invited to the pastoral meeting to voice their concerns.

For pupils who need additional support in managing their behaviour, structures will be put in place by the class teacher/Inclusion Leader/Learning Mentor to encourage positive behaviour such as:

- Personalised reward charts and systems
- Behaviour Tracker – If the child receives a three at any time during the day, they are to attend THRIVE for a discussion with a Learning Mentor about their behaviour and strategies to help them improve their behaviour.
- Positive communication
- Incentive plans, e.g. use of raffle tickets, collection of marbles
- Individual Behaviour Plan

These are revised accordingly and discussed at Pastoral meetings to ensure that all measures of support are in place and Early Help Strategies discussed and applied.

For children at risk of exclusion, an Individual Behaviour Plan (IBP) will be put in place and support from external agencies provided (City of Birmingham School, Sweet Project, Intensive Family Support Workers).

Nuture Groups

Daily Nurture group sessions are run by the Senior Learning Mentor and supporting agencies. The purpose of Nurture groups is to assess learning and social and emotional needs and to provide whatever support is needed to remove barriers to learning.

Children have the opportunity to attend Nurture Groups through teacher referrals. This evidence based practice offers a short term, focused intervention, supporting pupils who are struggling with anger management, friendships and social skills. Nurture groups consist of no more than six to eight children and staff and parents are involved throughout this process. The Senior Learning Mentor evaluates the impact of each nurture group using the 'SNAP B' assessment programme, this is also used as a diagnostic tool to highlight priorities and plan personalised support.

Think Room

Within the Nurture Hub 'THINK' is a room available to children who may require some reflective time in a calm environment. This helps pupils develop the ability to self assess and regulate their own emotions.

Playtime and Lunchtime Procedures

Rationale

We recognise that lunchtime is a key component of the day and very often a child's experience at lunch time will set the tone for the rest of the day and can even colour their view of school. Lunchtime provides children with an excellent opportunity to learn and develop important social skills, however those who struggle to manage their emotions and with additional needs often find this part of the school day particularly challenging and require support.

Aims

- At World's End Junior School we aim to ensure that lunchtimes are a constructive time for recreation, exercise and social interaction.
- The same expectations regarding school rules and standards of behaviour apply during lunchtime as for the rest of the day.
- Children are expected to respond to the authority of lunchtime supervisors and treat them with the same respect as other adults in the school.

Communication

Mid-day Supervisors record any concerns which are then recorded on CPOMS, thus alerting teachers, learning mentors and other relevant staff. The Senior Learning Mentor provides support for Mid-Day Supervisors and acts as the main contact point with regard to behaviour management and communication. The Senior Learning Mentor ensures MDS follow the school's Behaviour and Anti Bullying Policies and encourages a calm interactive environment; raising any concerns at Pastoral Meetings as part of the regular agenda. The SLM will investigate any serious incidents, alerting the class teacher and Pastoral Lead. Parents will be notified and sanctions placed after a thorough investigation has taken place.

Both Learning Mentors, Phase Leaders and other members of SLT/Middle management will support lunchtimes, both outside and in the dining hall, dealing with concerns as they may arise.

Sanctions

Behaviour incidents at lunchtime will be categorised as red incidents and yellow incidents. Yellow incidents will be addressed by Mid-day Supervisors and Red incidents by the Senior Learning Mentor. Class teachers and other relevant staff will be alerted via CPOMS.

Children receiving a Yellow card sanction will spend 10 minutes on a designated time out bench, supervised by mid-day supervisors/Sports coaches.

The Senior Learning Mentor will deal with Red card incidents and issue sanctions when and where necessary, alerting class teachers and SLT via CPOMS.

Sanctions

Sanctions must be fairly and consistently applied.

If a minor infringement occurs:

Step 1 Give a polite but firm request to stop.

Step 2 Give a final warning. Use the agreed phrase, "This is your final warning, do you understand?"

Step 3 Yellow Card
Isolate the child in the "calm down corner" in order to reflect and calm down. This should be for no longer than 5 minutes and visual supervision must be maintained. The child should then be given the opportunity to correct their behaviour and make appropriate apologies, under staff supervision.

Step 4 Red Card
If the child continues to show unacceptable behaviour, they should be taken to the Senior Learning Mentor for a full investigation. This will then be recorded on Cpoms and actioned accordingly.

If a child needs to be removed from the playground or refuses to go to isolation, the Learning Mentors should be called using the 'Walkie Talkies'. If unavailable, the Deputy Heads or Pastoral Director should be alerted.

More Serious Behaviour Incidents

The following behaviour will be dealt with in a more formal way:

- Fighting
- Bullying (physical and verbal)
- Racial or sexual abuse
- Vandalism
- Theft
- Verbal/physical assault on adults

More serious incidents should be reported to the SLM and this will be brought to the attention of the SLT, thoroughly investigated and recorded on CPOMS. Incidents should be recorded verbatim using the actual words/actions heard or seen along with the name of the victim and signed by the person making the report. A member of the SLT will contact the parents and an appropriate sanction will be applied.

Lunchtime Exclusions

For regular misdemeanours teachers will be informed and the child will receive additional sanctions such as loss of playtimes and detentions. For persistent misdemeanours, parents will be informed and the child will receive further additional sanctions which could result in loss of playtime for a longer period of time and support from a Learning Mentor. If there is no improvement the child will have clear targets for lunchtime behaviour. Parents will be requested to come into the school and attend a meeting with a member of SLT and Learning Mentor.

The Senior Learning Mentor will inform the Learning Mentor on duty of any children who are on lunchtime detention for 20 minutes first thing on that day for lunchtime incidents

Outdoor Activities and Sports Coaches

Activities such as football, basketball and another physical contact sports are organised and supervised by the Sports Coaches and Mid-day Supervisors oversee other activities. Members of staff are expected to ensure children get a fair opportunity to get involved and encourage children to participate.

Activities Not Permitted

- “Play” or “Fun” fighting/ wrestling
- “Bull dog” or other games used as an excuse for overly physical contact
- More than 3 games of football at any one time
- Climbing on/jumping the barriers/fences/walls/benches
- Hanging/swinging on trees and perimeter fencing
- No littering
- Bringing own play equipment from home
- Using play equipment inappropriately.

Designated Play Areas

The school’s playground environment is carefully organised to offer space for educational, social, physical and creative activities.

Friendship Buddies/Peer Mediators/JLT

Both Learning Mentors, working closely with the JLT and Phase Leaders will provide mediation support for children.

Indoor Lunchtimes

In poor weather, senior leaders may decide that children should not go outside at lunchtime. In such cases all classes should be purposefully occupied with table-top activities and games. Each supervisor has their own allocated class with the responsibility to ensure that the wet play boxes are updated and ready to use. The school hall may also be used to accommodate for poor weather.

Accident and Injury

First aid is allocated by Year 3 staircase and slips must always be provided to children who have received treatment and stapled into their planners.

Major injuries should be reported to the Head or Deputy Head as soon as possible.

All injuries need to be entered in the “Accident Book”. Children are given a note to inform parents of any injury and treatment received, especially if the accident involved a bump to the head. Head bumps should be reported to the office so parents can be informed.

The Role of the Class teacher

With the exception of the SLT, Middle Leaders and Phase Leaders, teachers are not required to perform lunchtime supervision duty. This does not however, absolve teachers in law from attending to a situation involving a pupil, if the matter is brought to their attention. At all times, whilst on the premises, the welfare and safety of pupils is paramount. Teachers can help improve lunchtime behaviour;

- By helping children to learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE lessons.
- By supporting Mid-day supervisors and ensuring children treat them with respect.
- Keeping informing Mid-day Supervisors of any child with problems or who are experiencing particular difficulties.
- Using circle-time, drama and PSHE to explore themes such as bullying, self – esteem and resisting peer pressure.
- Running lunchtime clubs.

Use of reasonable Force

- School staff have a legal power to use force and lawful use of the power will provide defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is reasonable force?

We are a Team Teach School and we follow Team Teach guidance on positive handling.

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involves 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 child needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either: passive physical contact, such as standing between pupils or blocking a pupils’ path, or active physical contact such as leading a pupil by the arm out of the classroom.

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.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has

temporarily put in charge of pupils such as unpaid volunteers or parents accompanying children on a school visit.

When can reasonable force be used?

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

In a school, force is used for two main purposes- to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where force can and cannot be used:

Schools can use reasonable force to:

- remove disruptive children 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
- prevent a pupil leaving the classroom where allowing them to leave would risk their safety or lead to
- behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- 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. There is a legal duty to make reasonable adjustments for disabled children and SEND pupils. Schools do not require parental consent to use force on a child. However, parents will be notified when this has happened and recorded.

This policy was adopted by the Governing Body on:

Date

Signature:

Review date:

Equal Opportunities

This policy and guidelines promotes the practice of inclusion for all.