

**POSITIVE BEHAVIOUR LEARNING POLICY**

*We aspire to encourage diversity and a love of learning that nurture well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish*

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| Signed | Date | Review Date |
| D.Carter | March 2022 | March 2024 |
| B.Melero | March 2022 | March 2024 |

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| **Trinity CE Primary School.** |

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| **POSITIVE BEHAVIOUR POLICY for LEARNING** |

**OUR SCHOOL VISION**

*We aspire to encourage diversity and a love of learning that nurture well-rounded individuals, with curious minds, who shine in service to our community and are inspired to flourish*

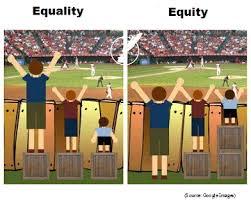
# 1. ETHOS and AIMS.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust, respect and care for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We aim to promote positive behaviour throughout the school by fostering our key Christian values of RESPECT, CARE and COURAGE. Our school motto is *‘who is my neighbour?’* This question encourages our pupils to think deeply about one another, and reflect on their relationships both in school and the wider community. It also reinforces the message that we are all each other’s neighbours and are therefore valued as individuals and respected by all. We practice and promote positive, considerate and respectful behaviour; staff are encouraged to regularly use praise and positive reinforcements to ensure that children gain a sense of their own value and self-worth.

**Our Aim**

* that personal and social circumstances should not be an obstacle to achieving educational potential and inclusion and seek to provide equality and excellence for all.



* that the children should develop self-confidence, gain a balanced view of their society and the world through a responsive curriculum and adopt Christian Values that they will carry with them throughout life. We provide opportunities for Reflection and Prayer so that children learn and explore experiences and individuality.
* to have clear systems and processes to help staff who identify children who are experiencing challenges.

**2) Implementation**

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children’s varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. Promoting positive behaviour and wellbeing will promote and strengthen resilience throughout the school community and empower everyone to face life’s challenges.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

***IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON****.*

Reasons for rules are always given. In individual classrooms, teachers will negotiate rules. Charters may be signed by the children to indicate mutual ownership along with the inclusion and discussions about the importance of our Christian Values.

We need to be consistent in our approach.Just as assemblies may be used to remind children the reasons for certain rules, they will also be used to highlight our Christian Values and to highlight good behaviour. This is particularly used with regard to the older children and peer group leaders, making good behaviour valued and desirable.

**3) Responsibilities**

**PARENTAL Responsibility**

Family is where true power lies and if we want to strengthen and improve outcomes for children, there is no better way than strengthening families and strengthening the relationships on which families are built. Staff welcome early contact if parents have a concern about their child’s behaviour or fear that they are being upset by others. If parents and the school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

* By ensuring that pupils arrive punctually for the start of the school day.
* By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
* By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
* By ensuring that pupils show a proper regard for other people’s property, buildings and the environment.
* By ensuring regular attendance at school and avoiding unnecessary pupil absence.
* To share and celebrate our Christian values.

**SCHOOL Responsibility**

We aim to:

* Welcome parents into school and make them feel valued.
* Provide parents with opportunities where they can ask for help when needed
* Clearly define the role of parents in school, matching interests and skills to activities.
* Develop good communication between parents and school.
* Work collaboratively with parents, working in partnership with other agencies when required.
* Recognise and acknowledge strengths and difficulties, challenging these where appropriate.

**CHILDREN’S Responsibility**

* To share and celebrate our Christian values
* To move in an orderly manner around school
* To show respect for all adults, each other and property
* To take responsibility for their own actions
* To be polite, considerate and caring. E.g. take turns to share
* Take care of younger children.
* Talk quietly in the dining hall and show good manners.
* Control their feelings.
* Work independently and cooperatively.
* Work without disturbing others.
* Work consistently, always giving their best
* To involve themselves fully in the opportunities which are available

We ask the children to reflect on their behaviour regularly by asking the questions:

* Have you been respectful?
* Have you taken responsibility for your actions?
* Have you co-operated?
* Is it safe?
* Is it caring?
* Is it your best?

The desired outcome is that children will be motivated and enthusiastic, taking pride in themselves and our school. Through praise and encouragement, we aim to emphasise the following positive qualities:

* Care
* Kindness
* Inclusivity
* Consideration
* Courage
* Respect
* Tolerance
* Cooperation
* Empathy
* Good manners.

The following behaviour is considered to be unacceptable:

* Bullying - individual or group; verbal or physical abuse; taunting; mimicking ( including cyberbullying)
* Physical aggression towards each other and adults
* Swearing
* Rudeness to adults and to each other
* Stealing
* Racism
* Damage to school property

**STAFF responsibility**

Staff aim to promote positive behaviour by:

* Providing children with suitably differentiated work in order to achieve success.
* Helping children gain confidence in their own ability.
* Motivating children to improve their performance.
* Encouraging children to take pride in their achievements, sharing their ideas and skills with others.
* Aiming to be good role models.
* Supervising children to and from classrooms, into cloakrooms and to and from playgrounds.
* Reminding children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
* Encouraging toilet visits at breaks and lunchtimes.
* Providing opportunities where all children can participate in activities that encourage belonging.
* Providing opportunities where children can participate in decision making.
* Creating opportunities and relationships to have children’s unique talents and abilities identified and developed.
* Using key words for reinforcement e.g. kindness, respect, tolerance, care and consideration.
* Providing opportunities for children to reflect on their feelings and behaviours.
* Using the school’s reward system throughout school and class rewards for academic and non-academic achievement and effort.
* Ensuring that classrooms are without clutter, resources are clearly labelled, easily accessible and that children have some responsibility for their care.
* Actively supporting parental involvement in school and reminding parents that they have a valuable role to play.
* Using identified procedures for non-attendance, persistent lateness.
* Report safeguarding concerns
* Teaching, sharing and living our core Values of Respect, Care and Courage and associated values within school and the promotion of our Christian values

**GOVERNING BODY Responsibilities.**

* To monitor the effectiveness of the school’s Positive Behaviour Learning Policy.
* To have a committee with a clear role and guidelines for action which meets as required.
* To share and celebrate our Christian values.

# 4) Rewards and Celebration.

Trinity CE Primary School not only promotes and teaches positive behaviour and attitudes through our core Christian values of Respect, Care and Courage, we also greatly value and reward our children. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes believing that our children learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children’s best efforts will be celebrated through display and performance.

Each teacher will also have their own system of class rewards.

# Encouragement, praise and reward are essential parts of positive behaviour.

The school has developed a house point system. Each House has elected House Captains and Vice Captains who not only take on the role of leaders in house competitions and fundraising events but will have a pastoral responsibility and be role models for the younger children in the school.

Praise, rewards and awards at Trinity

* Dojo points in class
* Children’s work displayed
* Children preparing performances and leading assemblies
* Responsible children elected as monitors and playtime buddies
* Dojo messages sent home to parents and carers or shared on individual child’s portfolio

In assemblies we will also celebrate a range of the following:

* Attendance cup awarded weekly (to a class)
* Inter-house cups for a wide range of inter-house competitions
* Celebration of results of inter-school sport competitions
* Children sharing their success stories
* Children who have demonstrated one, or more of our school values (respect, care and courage)
* Golden ticket (awarded once per term) for special achievements
* Awards for house points
* Termly Headteacher award for outstanding achievement. Parents/carers invited to the ceremony.

In addition to the above, inline with our school vision and motto we also award the following at Trinity:

**Good neighbour award:**

*For behaviour that exemplifies one or more of Trinity’s core values of respect, care or courage. Pupils who receive this award will have demonstrated their commitment to our school motto: Who is my neighbour? Children might have shown consideration of this question in their treatment of other children, staff or somebody in our wider community.*

**Love of learning award**

*For pupils who demonstrate a great amount of passion for their learning, in any subject. Their love of learning and enthusiasm shines through and will often encourage and inspire others.*

**Curious mind award**

*For pupils who have enquiring minds and may go home and do further research on a particular topic that has piqued their interest.*

**Shone in service to our community award**

*For pupils who have made a difference in the community, perhaps by fundraising for a charity or volunteering their time in support of others.*

# Providing Positive Reinforcement.

Positive discipline is a way to reduce misbehaviour by rewarding positive behaviours. It is based on the premise that behaviour that is rewarded is behaviour that will be repeated. The most critical part of positive discipline involves helping children learn behaviours that meet our teachers’ expectations, are effective in promoting positive social relationships, and help them develop a sense of self-discipline that leads to positive self-esteem. The behaviours that we value and want to encourage need to be known to our children, and we need to make a concerted effort to teach and strengthen these behaviours. Some strategies that we use to help our children learn positive behaviours include the following:

1. **Give positive statements –** “Look how many answers you got right. Let’s try to get even more of them right next time!”
2. **Listen carefully** and help them to learn to use words to express their feelings, not destructive actions.
3. **Provide our children with opportunities to make choices** and help them learn to evaluate the potential consequences of their choices.
4. **Reinforce emerging desirable behaviours** with frequent praise and ignoring minor misdeeds.
5. **Model** orderly, predictable behaviour, respectful communication, and collaborative conflict resolution strategies.
6. **Use appropriate body language** – nod, smile and look directly at the children.
7. **Restructure the environment** – remove objects that invite misbehaviour; for example, if games or toys are used as teaching aids, remove them when the lesson is finished. Have areas for reflection and quiet thought.
8. **Redirect** **behaviour positively** – a child bounces a soccer ball around the classroom. “You can bounce your ball outside on the playground where there is more space to play.”
9. **Use display** to re-inforce expected behaviour and celebrate our Christian Values.
10. **Plan for reflection moments and calm at the end of the school day**. E.g. a prayer, reading of a class novel.

# Positive behaviour management for all children.

**Children with Low Self-Esteem**

**Behaviours which may signify emotional and behavioural difficulties.**

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

**The most important cause of behavioural difficulties – Limited Self-Esteem**

The most important cause of behavioural difficulties in children is their limited self –esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

* Becoming either boastful or over self-critical
* Becoming aggressive or withdrawn
* Looking for ways to avoid new academic or social challenges
* Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
* Experience difficulties in making friends.

**Dealing with emotional and behavioural difficulties in school**

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils’ failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

# Procedures for dealing with incidents in school.

**Stages of Intervention**

The class teacher will track poor behaviour when it happens and log this on SIMs. Unacceptable behaviour is always reported to the class teacher who then has an overview of what, where and when it occurs. It will also highlight ‘bullying’ if a pattern emerges over a period of time.

If further support is required, the class teacher will seek advice from the phase leader

Parents will be informed by the class teacher about poor behaviour at the end of the school day or by phone call and the consequences shared. If the behaviour does not settle parents will be invited into school by the class teacher/phase leader to work together to improve the situation.

Serious unacceptable behaviour will be reported to the Headteacher (deputy headteacher/assistant headteacher in the head teachers’ absence). Parents will be informed and invited into the school to work together to improve the situation.

**Bullying (The school has a separate anti-bullying policy)**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:

* Emotional Being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
* Physical Pushing, kicking, hitting, punching or any use of violence
* Sexual Unwanted physical contact or sexually abusive comments
* Racist racial taunts, graffiti, gestures
* Verbal name-calling, sarcasm, spreading rumours, teasing
* Cyber internet misuse, mobile phone threats (sms or calls), misuse of photos and videos

Bullying is not: It is important to understand that bullying is not falling out with friends, name calling, arguments or when the occasional ‘joke’ is played on someone. Children do sometimes fall out or say things because they are upset. It is an important part of a child’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships; circle time, group / one to one opportunities are used to share worries along with allocated curriculum time. Assemblies also support our children’s social and emotional development so that they are more able to manage these situations.

Children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of a change in work patterns, lacking in concentration.

If there is proven bullying in school then the class teacher adheres to the school’s anti bullying policy. The following should also happen

* The parents/carers of the children involved should be invited into school and work with the school in partnership so that a way forward can be agreed.
* Peers should be reassured that bullying is being dealt with, fairly, promptly and effectively.
* The school’s procedures for a child who is being bullied should be shared with all children at the beginning of the school year as well as the sanctions that may be used.

# Racism. (The school has a separate policy )

# Any cases of racism or sexual harassment should be reported to the Head Teacher and recorded. All such accusations will be investigated by the class teacher and those involved left in no doubt as to our zero tolerance of such behaviour. The Headteacher will see the children concerned. All racist incidents are recorded and reported to the local authority.

**In the Classroom.**

The school encourages positive behaviour by celebrating achievement and effort and valuing children’s contributions. However, we do not ignore unacceptable behaviour which includes the following:

* Leaving their seat or the carpet without the permission of the class teacher.
* Friendship issues, teasing, unkindness
* Talking when the teacher or another pupil is addressing the whole class.
* Talking when you have been asked not to talk.
* Calling out.
* Not following instructions
* Not completing work without a very good reason; e.g. ill, the task not understood.
* Disrupting/distracting other children.
* Taking other children’s possessions without permission.

To be consistent all class teachers intervene as follows:

They give the child a chance to put things right by giving a look, a gesture, a word or an encouragement.

The teachers clearly state to the child what the desired behaviour is.

If the behaviour continues the teacher will choose appropriately depending upon the age of the child.

* Moving the child; asking the child to come and sit with the teacher; the teacher sitting with the child.
* Time out; Time out in class. This means moving away from the place where the child usually sits or ‘Time out’ in another class or in a supervised area. TA will speak to discuss behaviour with the child.
* Ensuring the child completes their work/homework at playtime/lunchtime.
* Loss of break and or lunchtime.
* Send the child, with work, to a buddy classroom
* Keep parents informed.
* Class teacher will ensure that behaviour is recorded on SIMs, including any follow up required.

The teacher should choose a time to discuss the behaviour, using the restorative justice form (see appendix 1) and make clear expectations for the future. The child has the opportunity to listen, respond and put things right if they need to.

**In the Playground.**

(Playground rules have been developed by our school council)

Break times and lunchtimes are when some children are more likely to make unwise decisions and choices. As a school we are proactive in response in that we strive for greater consideration, awareness and respect of each other and consequently better behaviour. Staff on duty will:

* patrol all areas of the playground when on duty.
* check cloakrooms to make sure children are not gathering inside the school building.
* closely watch children who are known to cause problems for children and intervene quickly. Anticipating problems and intervene with appropriate advice.
* implement our policies on expected behaviour and be consistent in response.
* investigate thoroughly ‘to be sure’ if incidences are reported and not seen.
* bring to the class teacher's attention any children who have regular problems with interactions, friendships, personal and social relationships as well as inappropriate use of language/physical touching.
* investigate children who report concerns and help them through a difficult situation; avoid sending children away without investigating unless very sure that there is no substance to their worries.
* Parents are kept informed in behaviour persists.

Physical play is discouraged at all times because even ‘play fighting’ can escalate so that children are hurt even if that was not the intention. For this reason behaviour of this nature as well as rudeness to staff will have a swift response and there will be loss of play. All incidences are fully investigated if not witnessed by a member of staff.

**Managing Children who choose not to put things right**

Most children respond well to a consistent approach and fair discipline and ‘choose to put things right.’ However some children find it more difficult to change their behaviour pattern and may continually offend. **We will always separate the behaviour from the child.**

**The school responds as follows.**

**Reception**

In the EYFS the children are still learning and exploring. We support children in developing the skills needed to self-regulate their behaviours. We understand that developing self-regulation, like many elements of development and learning, is not something children do by themselves. We help our pupils to find ways to recognise and manage difficult emotions through co-regulation. This might involve the adult supporting the child, encouraging them or modelling positive behaviours.

Where necessary, we use supported timeouts to help the child to regulate their feelings. During this time, we support the child in feeling calm and may talk through their behaviours with them. In the EYFS, all consequences should happen as soon as possible after the incident, so that the child can relate the consequence to the behaviour.

The response to serious recurring incidents is one of finding the right strategies for the individual child. There is emphasis on developing a collaborative partnership between school and home and agreeing on strategies and the way forward together.

**Key Stage 1 (Year 1 and 2)**

The response is still informal for most cases. Should disruptive behaviour in the classroom and playground become an issue there is emphasis on developing a collaborative class teacher/parent partnership; agreeing strategies and the way forward together. The phase leader of key stage 1 may be part of these meetings depending upon the nature of the behaviour.

However, there is zero tolerance for a serious attack on another child or teacher, throwing furniture or damaging property.

**Key Stage 2 (Years 3-6)**

All children are treated with respect so that a positive culture is engendered throughout the whole Key Stage. We acknowledge good behaviour through: public verbal praise, Class Dojo rewards and golden time. Teachers have the discrepancy to give children additional rewards when they feel necessary.

We believe that children should be reprimanded in private as much as possible as to avoid humiliation with their peers. Sanctions include: verbal reminders when children are making the wrong choice, missing part of their break or lunchtime and time out in another classroom to cool down. If wrong choices are persistently made, then teachers and phase leaders will speak with parents to establish strategies to move forward positively.

We have a zero tolerance for aggressive behaviour, whether that is physical or verbal.

All negative behaviour is to be reported on SIMs by the teacher involved in the sanction.

**7a) Serious Unacceptable Behaviour**

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach to help them and others understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and staff.

For serious or repeated acts of unacceptable behaviour the following will be considered.

1. Internal exclusion (this means the child will come to school but will not learn in their usual class nor will they be allowed to play/socialise with other children)

2. Fixed term exclusion (where a child is excluded from school for a specified number of days)

3. Permanent (where the child is removed from the school roll)

Permanent exclusion should only be used as *a last resort*, in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher has the power to exclude a child from school although this power can be assigned to the Deputy Headteacher for a period of time if done so in writing e.g. if the Headteacher is going to be absent for a number of days. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. If the Headteacher excludes a child, they will inform the parents immediately with the following information and the reasons for the exclusion: ~ the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent ~ parents’ right to make representations about the exclusion to the governing body and how the pupil may be involved in this ~ how any representations should be made ~ where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting

Any child excluded on a fixed term basis will be re-admitted into the School after a re-integration meeting has been conducted with parents and other relevant personnel. In some cases, it may be necessary to complete a Risk Assessment prior to a child being re-admitted. Where there is paperwork associated with this process, copies are given to the parents/carers and saved in the child’s file/CPOMs. These mechanisms will seek to meet the needs of the excluded child as well as ensure the effective education and/or safety of other children is not jeopardised.

**Special educational needs, disabilities, medical conditions and vulnerabilities**

Some children will have specific special educational needs, disabilities, medical conditions and/or other vulnerabilities which impact on their ability to behave within the expectations laid down in this policy.

At all times the school will ensure that appropriate legislation and statutory guidance is applied, specifically, “Supporting pupils at school with medical conditions” (December 2015), “Mental Health and Behaviour in Schools” (November 2018), “Keeping children safe in education”, , “Promoting the education of looked-after children and previously looked-after children” (February 2018).

Where staff have concerns about an individual child’s behaviour, they will seek to make a referral for further support from external agencies.

Children with SEND and vulnerable children may have difficulties complying with the behaviour policy due to their needs and extra support will be provided by the school’s SENDCO/Pastoral Team. Where Governors are asked to admit a child with known significant social, emotional, mental health needs (as outlined in the DfE’s Code of Practice 2015), admission will not be agreed until a detailed Risk Assessment is completed with all involved parties. This is so that the effective education and/or safety of children already on roll are not placed at undue risk.

**Roles and responsibilities Parents and Carers**

Parents have a vital role to play in their children’s education. It is very important that parents support their child’s learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

If the school applies a sanction to a child, parental support is expected. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Phase Leader and/or Deputy Headteacher may then be involved and, if the concern remains, they should contact the Headteacher.

If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented. (Please refer to the School’s Complaints Procedures)

**Examples of poor behaviour/ low level disruptions include:**

* Swinging on a chair
* Repeatedly tapping pencil, ruler etc.
* Shouting out in class
* Making unnecessary noise
* Disturbing other learners
* Work avoidance
* Inappropriate verbal responses
* Anything which interferes with the flow of the lesson

*Extreme behaviours may include*:

* Children seriously assaulting children or staff
* Swearing
* Deliberate and malicious physical violence towards another person
* Stealing
* Deliberate and provocative racist and homophobic comments
* Refusal to co-operate with staff
* Leaving the school building without permission
* Leaving the school grounds without permission
* Rudeness or insolence to a member of staff
* Deliberate damage to property
* Throwing furniture or equipment with intent, or recklessness as to harm
* Bringing a dangerous weapon into school
* Sexual harassment
* Bullying

*Extreme behaviour which may lead to either an internal/external exclusion*

The decision to exclude a pupil will be taken in the following circumstances:

* In response to a serious breach of the School’s Behaviour Policy
* If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
* If allowing the pupil to remain in school would result in a significant risk of them causing harm to themselves

This policy should be read alongside the DFE Exclusion Guidance as revised in 2017, as well as other key guidance for schools such as the Department for Education 2015 Guidance Supporting Pupils at school with medical conditions, Guidance Keeping children safe in education, 2018 Guidance Mental health and Behaviour in schools, 2017 Guidance Preventing and tackling bullying, Use of reasonable force (reviewed 2015) and the 2017 Prevent strategy.

**7b) Safeguarding.**

For persistent, defiant behaviour including bullying or when the intent has been to seriously hurt another child and any issue that brings about a safeguarding concern, the child will be internally isolated and will not be able to return to the classroom until the concerns have been addressed. Parents/Carer will be invited into school and a formal letter will be sent out to parents and kept as part of school records.

If such serious behaviour continues, a review meeting with Governors will be called and a formal meeting set up with parents. At this meeting the Headteacher may warn that a further incidence of this nature will initiate a Formal Fixed Term Exclusion Procedure.

# Physical control of pupils.

Section 550A of the Education Act 1996 clarified the powers of teachers, and others who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing crimes; causing injury or damage; or causing disruption.

* 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 judgment of the staff member concerned and should always depend on the individual circumstances
* Bag searches are permitted if there are implications of safety to others or stealing is suspected.

The Act does not authorise the use of corporal punishment in any circumstances. Nor is it intended to encourage the use of inappropriate force.

Staff are reminded that they should consider their own health and safety and never risk personal injury.

# Procedures when a child absconds

There may be times when a child will leave the premises despite rules. Trinity CE Primary School has the following agreed procedures about how to respond to such a situation.

1. As soon as it is known that a child has left the premises it is reported to the Head Teacher/Deputy Head Teacher/ who will inform child’s parent/guardian and police.
2. Agreed procedures about following a child off the premises are:

* Do not chase; give the child an opportunity to return.
* Discreet supervision at all times.
* Approach if child is settled – (sitting on pavement, by a tree, on a bench or kerb). Try to encourage child to return to school.
* Always keep an eye on the child. (a time limit is set.)
* Alert parents if child does not return to school within the time limit set. Alert police if parents not present and child goes out of sight.

1. All incidents of a child leaving the premises are recorded and reported to parents and carers, even if the child returns after only having crossed the road, sat on a pavement outside school etc

# Procedures to help keep children safe from third parties.

It is our responsibility to take all reasonable care to ensure that the child is safe from third parties who enter the school premises during the school day. Trinity CE Primary School ensures that all procedures relating to signing in and out of the school buildings are adhered to and that they apply to all visitors to the school.

Further developments of this may include, for example:

* no unauthorised visitor will be allowed to walk through school to collect children;
* the issuing of badges to all visitors. School staff will challenge visitors who have no badge and report any incidents to the Head Teacher. Older children are taught to report a visitor with no badge to a teacher.
* the school restricts access to school by ensuring that all visitors have to enter school via one entrance during the school day.

# Induction of new staff and newly qualified staff.

* Our attitude and policy will be formally transmitted to new staff by mentor teachers, year colleagues and the Head Teacher, who will monitor effective classroom management.
* Should a problem arise, a Newly Qualified Teacher should seek the advice and support of their mentor or Headteacher. Similarly, a new experienced teacher should consult a team member prior to the Head.

# Review and Evaluation.

During the course of the school year various issues may arise that need to be raised in staff meetings. A formal review and evaluation of this policy is undertaken annually ready for the beginning of the new academic year.