



**ALDER GRANGE SCHOOL**

**SECTION F  
WELFARE COMMITTEE**

(F10 Attendance and Punctuality Positive  
Behaviour for Learning)

**F10.1 Positive Behaviour for Learning and  
Personal Achievement**

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# Alder Grange Behaviour Policy

## 1. Statement of Principles

Our School Ethos defines our commitment to the successful growth of the Whole Child, our responsibility to support school staff in fulfilling their professional duties, our determination to support parents and carers in securing the best possible outcomes for their children and our support for governors in securing Alder Grange's success in all it does. We aim to work together with all stakeholders to secure the best outcomes for our pupils. This Behaviour Policy, and the procedures for implementing it, including how we teach the positive behaviours we want to see in our pupils, whilst supporting inclusive practice are centrally important elements in translating these commitments into day-to-day reality.

Specifically:

- Good order and disciplined behaviours are essential to the provision of high standards of education and personal growth. Pupils/students cannot learn and teachers cannot teach effectively amidst disruptive behaviour.
- All school staff have a right to work in an environment free from disruption and violence.
- All pupils and students have a right:
  1. to be safe and happy at school;
  2. to a well run, orderly school community;
  3. to experience good behaviour in every classroom;
  4. to clear and high expectations of behaviour;
  5. to work within a context where poor and inappropriate behaviour is not permitted to disrupt learning;
  6. to a behaviour policy, consistently applied.
- Governors have a responsibility to support the school in maintaining high standards of behaviour and discipline, and as the school's "critical friends" are charged with ensuring the Behaviour Policy's appropriateness and effectiveness.
- The Governing Body believes that in order to enable highly effective teaching and learning to take place, good behaviour is necessary in all aspects of the school's life and work. All pupils and students have a right to this. Therefore, the Governing Body places considerable emphasis upon securing a caring, learning environment by:
  - 1) providing a safe environment, free from disruption, violence, bullying and harassment;
  - 2) promoting good behaviour as the norm;
  - 3) encouraging self-discipline in all pupils and students;
  - 4) promoting pupils' and students' self-esteem;
  - 5) promoting excellent relationships based on mutual respect;
  - 6) ensuring pupils and students have a proper regard for authority;
  - 7) supporting the school staff where disciplinary action against a pupil or student is warranted, while, at the same time, ensuring fair treatment for all;
  - 8) insisting upon consistency of response to positive and negative behaviour;
  - 9) promoting rewards to reinforce and praise good behaviour;
  - 10) promoting prevention of poor behaviour;
  - 11) promoting early intervention with regard to poor or deteriorating behaviour;
  - 12) encouraging a positive relationship with parents and carers to ensure a shared approach to implementing these policies and procedures.

## 2. Context

- We acknowledge the schools legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). It is our responsibility to ensure that all aspects of our Behaviour Policy are non-discriminatory in their scope and operation. Therefore rewards and sanctions may be deployed differentially on these grounds; taking into consideration any specific needs or circumstances related to their protected characteristic.
- High quality induction (for all staff and pupils) and training in all aspects of behaviour management and school procedures is provided to support the implementation of this policy.
- Monitoring of this policy, procedures and outcomes are reported to the Welfare Committee.
- This Behaviour Policy may be reviewed at any time in the light of changing circumstances. However, it is subject to at least annual reviews.

All reviews are cross-referenced to related policies, including:

1. E1.2 Homework Policy
2. F10.7 Exclusion Policy
3. F10.8 Attendance and Punctuality
4. F10.5 Anti Bullying Policy
5. F10.3 Use of Mobile Telephones Policy
6. F1.1 Safeguarding Policy
7. F1.3 E-Safety Policy
8. F1.4 Social Media Policy
9. H5.3 Internet Usage (Pupils and Staff)
10. J1.14 Health & safety policy
11. F3.1 Equality policy
12. E1.1 Teaching and learning policy

## 3. Rules

For all pupils and students there are clear standards of expected behaviour both in school and off the school premises (see sanctions below).

The school rules are defined by the 3Rs: Ready, Responsible and Respectful. All staff and pupils use the language of and make reference to these three rules. The rules are deliberately phrased in a positive way, emphasising what is expected of pupils, rather than a list of what they should not do. Both house points and behaviour points are recorded as one of the 3Rs. School rules are differentiated to context when appropriate, for example inside and outside the classroom.

Our school rules make clear that the following behaviours are never acceptable:

- Theft;
- persistent disruptive behaviour including rudeness;
- carrying of inappropriate or illegal items such as knives, laser pens pepper spray, weapons, fireworks;
- violence and/or aggressive behaviour;
- swearing;
- sexist, racist, homophobic or other prejudice based language, attitudes or remarks;
- breaches of the School Drugs/Substance Education Policy;
- breaches of the School Uniform policy;
- any form of bullying or harassment;
- making malicious accusations against members of staff (these will be dealt with as appropriate using the sanctions listed or in more serious cases could result in court action).

This includes poor behaviour off the premises: Specifically, non criminal bad behaviour and bullying which occurs when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

#### 4. Behaviour Strategies and the Teaching of Good behaviour

Staff are guided on how to manage behaviour in the classroom via CPD activities and training, alongside regular reminders of policy in staff briefings and meetings.

All staff should model the behaviour expected of pupils, reinforce the 3Rs and remain consistent in enforcing expectations. Staff are encouraged to remember the 3Cs (Consistency, Corridors and Cheerful). All teaching staff should be at the door of their classroom, thus maintaining a presence on corridors, and start lessons by meeting and greeting pupils in a cheerful manner, whilst being consistent with school rules.

Examples of strategies that can be employed in a classroom before the use of sanctions can be found in appendix 1.

The teaching and learning policy should be read in conjunction with this policy and outlines strategies for engaging pupils in learning during lessons. This should in turn have a positive impact upon behaviour in lessons.

#### 5. Roles & Responsibilities

- a. The **governing body** is responsible for setting general principles that inform the behaviour policy. The **governing body** must consult the **Headteacher, school staff, parents and pupils** when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.
- b. The **Headteacher** is responsible for developing the behaviour policy in the context of this framework and is responsible for ensuring that this policy and its procedures are followed consistently and applied fairly. They must decide the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among **pupils**. **Headteachers** must publicise the school behaviour policy, in writing, to **staff, parents and pupils** at least once a year. Specifically, the Headteacher is responsible for:
  - securing an appropriate underlying climate of high expectations;
  - securing effective teaching and learning to minimise the risk of disruption in classes;
  - ensuring these expectations are effectively communicated to pupils and students, parents and carers, and others associated with the school;
  - ensuring appropriate support for staff facing challenging behaviour.
- c. **Teachers, teaching assistants and other paid staff** with responsibility for pupils are responsible for ensuring this policy and all its associated procedures are followed consistently and fairly. It should always be the case that:

- mutual support exists among all staff in implementing policy and procedures;
- staff members have a key role in advising the Headteacher and Senior Leadership Team on the effectiveness of the policy and procedures;
- they also have a responsibility, with the support of the Headteacher and SLT, for creating a highly effective learning environment with high quality, teaching and learning, high expectations, a fair approach to all relationships and irreproachable professionalism.

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

- d. **Parents** have an essential role to play in supporting the school in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child(ren) inside and outside school, and consistency between school and parent expectations is essential for the child's own development. They are encouraged to work with the school in maintaining high standards of behaviour, and in raising such with the school any matters of concern arising from the policy in its implementation. **Parents** are under a legal duty to ensure that their child (up to 16) receives a suitable full-time education either at a school or by making other suitable arrangements. **Parents** have a clear role in making sure their child is well behaved at school. **Parents** must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £60 (rising to £120). **Parents** must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. **Parents** are expected to attend a reintegration interview following any fixed period exclusion of more than five days from school.
- e. **Pupils** are made aware of the expectations upon them including:
- A responsibility to follow the 3Rs
  - The completion of assigned work and homework (see E1.2 Homework Policy);
  - Taking responsibility for their own behaviour, self discipline and respect.
  - Have a responsibility in the prevention of disruption, violence, bullying, intimidation or harassment by ensuring incidents are reported

Pupils are consulted, periodically, on the principles and working of the policy and procedures through the School Council and are encouraged to work in partnership with the school staff.

## 6. Rewards

The Headteacher has set out measures which aim to promote good behaviour, self-discipline and respect. These rewards have been agreed in partnership with pupils and include, but are not exclusively limited to, the following:-

- House points: These are the most easily achievable reward, are linked to the 3Rs, and allow pupils to compete through the House system. Pupils receive a paper house point, in the colour of their house and these are recorded for individuals and for the House. Points are also awarded for attendance, punctuality, competitions and encourage all pupils to get involved. Pupils can achieve bronze, silver or gold star badges when they achieve particular house point totals. These targets are shared with pupils.
- House points and House competitions are celebrated in termly full school house assemblies. These involve trophies, certificates, house mascots, music and lively celebrations.
- Staff send postcards home and telephone parents to pass on positives.

- Hot Chocolate Friday - recognising pupils 'getting it right' all the time and are nominated half termly by staff. Pupils have hot chocolate and a biscuit with the Headteacher and a photo is taken, which is shared on school social media accounts.
- Achievement Leader Fortnightly Focus - are monitored and rewarded half-termly, they track those pupils who are always in the correct uniform, have the correct equipment, etc. rewards include non-uniform days, cinema sessions, and ice lollies.
- Pupils on behaviour reports have these incentivised with rewards such as house points.

## 7. Sanctions

The Headteacher has determined disciplinary penalties for breaking the school rules. These sanctions have been agreed with the Governing body. The law says that teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them. This includes breaking the school rules and failing to follow a reasonable instruction.

To be lawful, the sanctions must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of the school staff or a member of staff authorised by the Headteacher;
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;
3. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances. A punishment must be proportionate, i.e. be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them. Sanctions may vary according to the age of the pupils and any other special circumstances that affect that pupil.

At Alder Grange, the power to discipline applies to all paid members of staff. Corporal punishment is illegal in all circumstances.

All staff should consider whether the behaviour under review gives cause to suspect a child is suffering, or is likely to suffer considerable harm, in which case the safeguarding policy should be consulted. They should also consider whether the behaviour might be the result of unmet needs, in which case a multi-agency assessment should be considered, or initially through an in-school TAC (Team around the Child) meeting.

There is a range of sanctions possible for pupils who break the rules and there is a clear escalation of intervention levels. In each case the deployment of a sanction will:

1. differentiate the child from the behaviour they displayed;
2. not be punitive but formative; intended to be part of a package to ensure that unacceptable behaviour is not repeated;
3. be proportionate and a fair response that may vary according to age of the pupil, and any other specific circumstances that affect the pupil and the incident itself. (see 3. above for the lawful implications)

Examples of sanctions include:

- Verbal reprimand;
- Phone calls home;
- Loss of privileges, Missing break-times, Extra work or repeating unsatisfactory work';
- Community service;
- Pupil discipline panel;
- Detentions - see below for detail;
- Isolation room - see below for detail;
- Fixed term exclusion (see section 8 below).
- Permanent exclusion (see separate policy F10.7)

Alongside sanctions: Strategies to modify and prevent poor behaviour are used both before the use of sanctions and following the need for sanctions, with the goal of preventing further poor behaviour. These strategies include:

- Mentoring sessions;
- Targeted behaviour interventions;
- Pupil monitoring reports;
- Counselling;
- Support from external agencies;
- Group work on Anger Management, self-esteem, friendship, etc.;
- Preventative Governing body discipline panels;
- Meetings with parents.

The school makes use of isolation as a disciplinary penalty. Pupils complete work in a room away from others, and also receive behaviour intervention from specialist staff.

Pupils who are found to have made malicious accusations against school staff receive sanctions in accordance with the policy, previous behaviour and the nature of the allegation are considered before an appropriate sanction is agreed. These incidents are treated seriously and in most cases the sanction is likely to be a fixed term exclusion.

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, will be dealt with through normal school sanctions. Teachers may therefore discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing the school uniform;
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

Detentions: Teachers have a legal power to put pupils under 18 in detention. At Alder Grange detentions are used as a sanction. These escalate from break time, lunchtime, after school and vary in length up to 1 hour. Schools must make clear to pupils and parents that they use detention (including detention out of school hours) as a sanction. It is school policy to inform parents 24 hours in advance of an after school detention, when the detention is longer than 10 minutes. Notice may not be necessary for a short after-school detention where the pupil can get home safely.

All members of staff can put pupils in detention. Parental consent is not required for detentions. Staff will act reasonably, however, if lunchtime detentions are issued, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

School staff will not issue a detention out of school hours where they know that doing so would compromise a pupil's safety. Staff issuing the detention should consider:

- Whether the detention is likely to put the pupil at risk;
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable;
- Whether suitable travel arrangements can be made by the parent for the pupil

It does not matter if making these arrangements is inconvenient for the parent.

**Criminal Law:** It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

## 8. The use of exclusion

Any decision to exclude a pupil for a fixed term or permanently, is made by the Headteacher. This decision is made in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where the governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel. Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. Our school will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so). In the event of a permanent exclusion event the school retains responsibility for ensuring a successful transition to this new provision. See appendix 2.

## 9. Confiscation of inappropriate items sanctions

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

(i) Members of staff have the power to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. Items are kept securely in the school office, and in most instances will be returned to a parent on the same day. This includes mobile phones (which are being used in prohibited areas) jewellery not permitted in the uniform policy, items which are being used to disturb a lesson.

(ii) Power to search without consent for 'prohibited items'.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

See link to [Advice for headteachers, school staff and governing bodies](#)

Prohibited items include:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. e-cigs

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it. Force CANNOT be used to search for these items.

## **10. Power to use reasonable force**

There are some circumstances in which reasonable force might be used: For example, teachers will physically separate pupils found fighting or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed. If a member of staff believes a pupil is at risk of harm or at risk of harming others they may use reasonable force to intervene. The school takes seriously our legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN). Schools do not require parental consent to use reasonable force on a pupil. This policy aims to provide clarity about when reasonable force can be used, and the policy will be shared with parents and pupils.

Force is usually used either to control or restrain. It must never be used as a punishment; this is always unlawful.

### **What is reasonable force?**

- 1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 2) 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 pupil needs to be restrained to prevent violence or injury either to self or another person.
- 3) 'Reasonable in the circumstances' means using no more force than is needed.
- 4) 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 pupil's path, or active physical contact such as leading a pupil by the arm out of a 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.
- 5) 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?**

- 1) All members of school staff have a legal power to use reasonable force.

2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

### **When can reasonable force be used?**

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

2) 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.

3) The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools can use reasonable force to:

- Remove 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;
- Prevent a pupil leaving the classroom where allowing the pupil 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 on the playground;
- Restrain a pupil at risk of harming themselves through physical outbursts.

## **11. Pupil Support Systems**

All pupils and students have a right to be educated and to have their educational and developmental needs met. Every child and young person is unique and a school's professional challenge is to blend:

- An understanding of the totality of each pupil's circumstances and needs, with a need for clear messages to be sent to all pupils regarding consistency of expectation and progress;
- Consideration will be given as to whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Where this may be the case, staff will follow the school's safeguarding policy. Consideration will also be given as to whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point a decision may be made as to whether a multi-agency assessment is necessary.

There are a range of systems in place to support pupils who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place. This includes links with SEN/ag+ and alternative provision and may also include support for parents. The school uses a TAC (Team around the Child) meeting to bring together staff representing SEND, Inclusion, Safeguarding, Behaviour Management, Attendance and Achievement Leaders to agree the most appropriate actions for this group of pupils. This can include, behaviour pen-portraits, referral to ELCAS, respite placements, alternative provision, reduced timetables, support from CSC, mentoring, counselling, and use of multi agency assessment.

All alternative provision must be:

1. appropriate;
2. of the highest quality;
3. carefully monitored by designated staff.

These discussions would usually be triggered by a high number of behaviour points, behaviour escalation, increase in number of or severity of behaviour incidents or a one-off serious incident.

Clear links will be identified with the school SEND provision, and additional support is provided at transition points. The early identification of, and effective intervention to manage and revise unacceptable behaviours are key factors in any successful Behaviour Policy.

## 12. School support systems

Systems are in place for supporting and developing staff skills (at all levels, including support staff and lunchtime supervisors), through staff induction, CPD opportunities and/ or peer support. Reminders and updates are given in staff meetings and briefings throughout the year.

Staff are expected to adhere to the school code of conduct and follow advice given in [Guidance for safer working practice for those working with children and young people in education settings](#) (click link to view).

Staff accused of misconduct will not automatically be suspended. Advice is given in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' Policy number H6.10. Staff can expect to receive pastoral support if they are accused of misusing their powers.

## 13. Consultation, monitoring and evaluation

This policy has been written by members of the Senior Leadership Group and in collaboration with Governors, particularly the Welfare Committee of the Governing Body.

On advice from the Headteacher and Senior Leadership Team, the Governing Body will establish and periodically review the policy and procedures for the promotion of good behaviour. This will take place at least annually, and more frequently if changes to legislation or advice from DfE or the Local Authority is updated. Governors will ensure this policy is the subject of consultation with staff, parents/carers and the School Council.

Thereafter it is communicated to all members of the school community. Governors will support the school in maintaining high standards of behaviour through the implementation of this policy.

It is the responsibility of the school's Senior Leadership Team, working with all school staff, to establish and maintain the highest possible standards of behaviour.

## 14. Complaints Procedure

The full details of the school's complaints policy can be found on the school website.

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, 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.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

## **15. Other support and guidance:**

- [Use of reasonable force in schools](#)
- [Searching, screening and confiscation at school](#)
- [School exclusion](#)
- [Keeping children safe in education](#)
- [SEND code of practice: 0 to 25 years](#)

Appendix 1: Examples of strategies that can be employed in a classroom before the use of sanctions

1. **Ground rules and routines are established during weeks, months even years of constant repetition.** *Use the power of 3 to – Refocus /keep students on task by having 3 rules in your class e.g. One person talks at a time / Try your best and follow instructions first time / keep hands and feet to yourself.*
2. **Praise** – stop ignoring the good behaviour – instead of targeting the 2 people walking to assembly talking, thank the other 28 for remaining silent - *Pupils need praise like plants need water – unruly classes can be tamed by praise, Excellent uniform \_\_\_\_\_”; Great to see you today \_\_\_\_\_”; “Good start \_\_\_\_\_”; Make extra-ordinary out of the ordinary – use a lot of praise for small events*
3. Build **positive relationships** - respect and trust are built on your reputation for consistency and empathy. *It is important to build relationships outside of the classroom in order to take control within it, know their NAMES and personal stories.*
4. The importance of seemingly minor details cannot be overstated; all pupils must have their shirts tucked in. **Always meet greet and correct at the door ‘connect before you correct’** as pupils enter ‘great to see you today’ ‘tuck your shirt in thank you’ or give out a **starter activity**.
5. The beginning of a lesson is a pivotal moment – you may be bombarded with questions or excuses about homework do not get dragged into these conversations, others will have an opportunity to misbehave. Use phrases that assume consent such as “*you need to sit down...thank you*” rather than “*can you sit down?*” ‘*Sit down, I’ll deal with that in a minute, thank you*’ – *prefacing or concluding requests with thank you – you are assuming a positive response; it’s an expectation of compliance. Follow closed requests with a walk away to allow take up time.*
6. **Seating plan**, the pupils will ask why – tell them it’s to learn names quickly.
7. Have a formal start with a new class – A class will test boundaries. *You will find yourself in the situation where some pupils are chatting while you are trying to speak – don’t muddle through and talk over them.*
8. **Transitions** within a lesson can be a source of bad behaviour. Have one board for writing on and a second for projecting tasks: hand out resources and write on the board while pupils are quietly watching a short, interesting film clip: follow an activity that uses physical resources with one on the board. Pupils often cause trouble because they are bored and have nothing to occupy them, keep them busy.
9. Make instructions clear; say “stop talking, put your pens down & look this way, thank you” rather than just “stop talking”
10. Avoid making it personal “*it’s your behaviour I dislike...not you*” – **Not emotional and scripted interventions**
11. Pupils often arrive at the first lesson after lunch in a highly excitable state; have a starter activity on the board that does not require total silence. This should hopefully calm them

down. *Tasks must have QUDOS: Quick; Understandable; Doable; Open ended and Simple to understand (whilst still having a challenge/differentiation)*

12. If a class are quiet, verbal confrontations with pupils arriving late can provide the perfect chance for the rest of the class to start talking; use a non-verbal technique such as the stare, thumbs up etc. *Acknowledge latecomers but don't let it stop the flow of the lesson: "thank you for taking your seat quietly and I'll speak to you at the end"*
13. Unfortunately, there will be times when a pupil's repeated inappropriate behaviour leaves you with no other option but to ask them to leave your room. If the pupil protests, do not get involved in an argument; calmly inform them again that they need to leave, getting additional support if necessary. *Work within your school systems. Escalate and ask for help when you need to.*
14. End lessons with pupils - effective time management – packed ready to leave on the bell, ready to be early and set ready for your next class. Pupils pick up a lot from our behaviour patterns!
15. It usually takes a long time to build up credibility with pupils at a new school, especially the older ones. Do not take it personally if a noisy and rather disruptive class suddenly becomes eerily silent when a deputy head enters your room. Always be on the look out to plagiarise and steal good ideas, techniques and strategies from good practice! Observe others often.
16. Get the parents involved - Some parents are unsupportive, but they are by far in the minority. The vast majority want the best for their children, just like you do. *A phone call home to a parent for praise has far more effect than a 1,000 negative calls. A 1 minute call can have far more impact than many hours of detentions!*

#### **When students ...**

Shout out

**Agree with the criticism** – 'Miss, it stinks in this room' (Teacher) 'I agree with you. Open the window and back on with your work, thank you.'

**Rule Reminder** – E.g. "X... (Pause) what's our agreement (rule) for when you want to ask a question? ...(pause) ... use it ... thank you"

**Tactically ignoring** – e.g. a pupil shouts out. You ignore the pupil and praise the pupils who have put their hand up; i.e. 'well done X for putting your hand up and not shouting out. Could you now tell me the answer?'

**When ... Then Statements** – "X when you shout out I can't hear other people's opinions. When you put your hand up then I will listen to your opinion".

**Teacher Modelling Pupil's behaviour** - A pupil shouts out 'Sir, Sir, Sir!' Teacher responds 'What, what, what'

#### **Are out of their seat**

**Language of choice** – 'X will you sit on your chair' (pupil) 'No, I don't want to sit on my chair' (teacher) 'good choice is you sit on your chair and there will be no problem. Bad choice is you choose not to sit on your chair and you will have a break detention. You decide'. The teacher then walks away. When the pupil conforms the teacher says 'good choice X'

'X, I'd like you to choose to sit back in your seat. Thank you.' ..... 'X, you had the choice to stay in your seat and you chose not to ....

### **Are off task**

**Casual Comment** – “Are you okay X?”, “Is everything okay there?”, “What did you think of ...?”

**Positive Modelling** – E.g. (teacher) “X do you know how X is ... Do the same, thank you”

**Redirection** ‘What should you be doing’ E.g. X is talking to another pupil and has stopped working. Teacher would respond, ‘X what should you be doing?’ Pupil might reply ‘working’. Teacher would then reply ‘start working then, thank you’

### **Don’t follow instructions**

**Name, Pause, Direction** – E.g. “X...(pause)... Pen, down, thank you” or We get to lessons on time...that is the expectation/school rule.

**Double What** - ‘X what are you doing out of your seat/at that table?’ (pupil) ‘Nothing/talking’ (teacher) ‘what should you be doing?’ (pupil) ‘finishing off my drawing Sir’ (teacher) ‘go and do it then, thank you’

### **Untidy uniform**

**Non Verbal Signals** – E.g. Pupil with their shirt not tucked in. Get into the pupil’s eye line, establish eye contact and illustrate using non-verbal gestures to tuck their shirt in. When they have done so thumbs up or smile or both!

### **Are talking / passing notes to each other / messing with equipment?**

**Proximity** - walk up near to the pupil(s) and the likelihood is they will stop what they are doing / put the note or equipment away. Once they have put the note / equipment away or stopped talking remind them - keep it away / keep quiet or it will be confiscated / they will be staying behind for a chat at the end of the lesson.

**Re-direct** - ‘X, I need you to face the front and listen now. Thank you.’

‘X if you choose to keep talking while I’m teaching, you’ll be choosing to sit here on your own after the lesson. Make a better choice now. Thanks.’

**Yes ... and ...** - ‘Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.’ Or Fantastic...now you have a rubber you can get the rest of the work finished...we’ve only got 5 minutes left before we move on to that plenary game that you really like playing”.

### **Fall-out with other students**

**Partial Agreement** – ‘Sir, X is giving me dirty looks’ (teacher) ‘maybe he is, but I would really like you to continue with your work, thank you’

### **Make rude/inappropriate comments**

**Search for a grain of truth in the criticism** ‘sir, this lesson is boring’ (teacher) ‘why do you say that?’ ‘Because all we ever do is write’ (teacher) ‘ I can understand what you are saying and I will try and organise some practical work for next lesson.’

‘Sir, you have got sweat stains on your shirt’ (teacher) ‘Thanks for pointing that out you have just reminded me to put a new shirt on for tomorrow – back on with your work now, thank you’



# ALDER GRANGE SCHOOL

## SECTION F

### Welfare Committee

#### (F10 Attendance and Punctuality Positive Behaviour for Learning)

#### F10.7 Exclusion Management

Reviewed:	May 2019 (SLG)
Approved by Governors' Welfare Committee:	May 2019
Next Review Date:	May 2020
Person responsible for the monitoring, evaluation and implementation of this document:	Mr A Good

## **RATIONALE**

Some children will occasionally have difficulty maintaining required and acceptable standards of behaviour. This may be because they have been deeply affected by circumstances which are no fault of their own and they need understanding and support rather than punishment.

Where a child wilfully refuses to behave to acceptable standards they may be subject to one of four levels of **exclusion**. Where possible these would not be deployed before the several levels of support and sanction available had been passed through. However, in instances of bullying, insolence towards or abuse of a member of staff, violence towards another member of the school community, theft, damage to school property, bringing banned substances onto school premises or other serious offences, these would normally result in an appropriate exclusion.

The four levels of exclusion are:

- a) **Internal Exclusion** where a child remains in school but is not permitted to join lessons or other break and lunchtime social activities. They work in isolation under supervision, either in a specially designated room or elsewhere in the charge of a designated member of staff.
- b) **Short Fixed-Term Exclusion** where a child is not permitted to attend school for a defined period of 5 days or less. This sanction would normally be used for:
  - persistent and wilful failure to abide by the Code of Conduct, especially with regard to disruptive or rude behaviour,
  - serious verbal, racial or sexist abuse,
  - verbal abuse towards any member of the school staff,
  - defiance of school staff,
  - violent or other intimidation of members of the school community,
  - serious misconduct on the way to or from school.
- c) **Longer Fixed-Term Exclusion**. The Headteacher is authorised to exclude a pupil for up to 45 days in a school year. This sanction may be used where there is persistent refusal to abide by the Code of Conduct and a blatant disregard for the school's standards. Its purpose would normally be to enable other arrangements for that child's education, especially where a pupil's behaviour is demonstrably depriving other pupils of their right to be safe and/or learn and enjoy progress, to be considered or made, or as part of a "final warning" before Permanent Exclusion follows.

Where a child is subject to an exclusion of ANY length s/he will receive work which must be completed fully and properly as a condition of their return to school. This work will be part of their current courses and will be marked and assessed on their return to school.

If a pupil is excluded for 5 days or more within a school term, whether through a single exclusion or as a result of more than one exclusion, the Headteacher will arrange a meeting of the Governors' Disciplinary Committee to consider the terms upon which the child's future in the school depends. Parents are invited to such meetings.

IN ALL CASES the pupil concerned is required to make a proper apology to the member of staff and the class affected by their unacceptable behaviour.

- d) **Permanent Exclusion** will occur where the Headteacher and Governing Body agree that it is no longer in the school's best interest for a child to remain within it. The Local Education Authority work with the school and parents to ensure fair play throughout.

# ISOLATION/EXCLUSION PROCEDURES

