

Behaviour Policy



Policy Written December 2017

CRC Links

Article 2 (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): All adults should do what is best for the children. When adults make decisions, they should think about how their decisions will affect children.

Article 12 (Respect for the views of the child): Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 15 (Freedom of association): Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

Article 19 (Respect for the views of the child): Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30 (Children of minorities/indigenous groups): Children have the right to practice their own culture, language and religion - or any they choose. Minority and indigenous groups need special protection of this right.

Article 32 (Child labour): Children have the right to protection from work that harms them, and is bad for their health and education.

Article 36 (Other forms of exploitation): Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 (Detention and punishment): No one is allowed to punish Children in a cruel or harmful way

Article 39 (Rehabilitation of child victims): Children have the right to help if they've been hurt, neglected or badly treated.

INTRODUCTION

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

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

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

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

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

- Special Educational Needs Policy
- Health and Safety Policy
- Admissions Arrangements
- Complaints Procedure
- Single Equality Scheme
- Child Protection Policy
- E-safety
- Positive Handling Support and Intervention Policy
- Whistle Blowing Policy
- Lettings Procedures
- Administering Medicines Policy
- Educational Visits Policy
- Home / School Agreement (Appendix A)

VISION AND AIMS

St Bridget's C of E Primary School's Vision Statement

Inspiring, nurturing and educating our children to flourish as world citizens today and tomorrow.

St Bridget's C of E Primary School's Mission Statement:

'Together Everyone Achieves More'

Affirms that the school will provide opportunities for enjoyment and achievement in an environment where all pupils and staff will feel emotionally and physically secure and will stay safe.

This policy reflects the Vision and Aims of the school:

- To provide a school that supports children's development through its' Christian foundation.

- To create an environment in which each child's potential can be realised, academically, socially, creatively, physically and spiritually.
- To organise a safe and happy school where everyone is valued and respected and their individual qualities and creativity are recognised and celebrated.
- To build a team of experienced, committed and caring staff with a broad range of expertise and meeting the needs of the children.
- To work with all members of the school community to provide challenging learning targets appropriate to each individual child.
- To develop the children with a broad and balanced curriculum in order to create a firm foundation for children's future education and life.
- To encourage all children to adopt and maintain safe and healthy lifestyles.
- To foster in children the qualities of self-belief, care and consideration for others, and to encourage high expectations in all areas of school life, in order to equip them to be good citizens for the future.

ETHOS AND VALUES

As a Christian school, there is a family environment in our school with high expectations of behaviour within a framework of love, hope and faith. A shared and understood code of conduct ensures a consistent message of respect and self-control for adults and children. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with adults help children to behave well.

St Bridget's C of E Primary School is a place where learning and personal development take place in a climate of trust and confidence. Children feel secure. They are encouraged to talk and are listened to. Curriculum activities and opportunities for PSHE equip children with knowledge, skills and vocabulary that they need to develop self-control and respect for others. All staff and volunteers working in school have a responsibility to act as role models of acceptable behaviour.

A climate of trust, openness and communication exists between home, school and the wider community. Sanctions are appropriate and consistent with a clear progression of severity. 'Negative' behaviour may indicate emotional and behavioural special needs where a child needs special support to be included in school life.

CODE OF CONDUCT

The school adopts the following values which frame our code of conduct

Faith, Hope, Love, Responsibility, Perseverance, Truthfulness, Respect, Compassion, Creativity and Friendship.

At the start of each year, every class has the chance to create their own class charter of rules based around the Code of Conduct and Convention on the Rights of the Child. This is then signed by all children and adults who in that classroom and displayed in the classroom. We also involved children in creating a playground charter based around the Code of Conduct.

RESPONSIBILITIES

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

WHAT PUPILS CAN EXPECT FROM STAFF

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

- arrive at lessons on time;
- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- allocate sufficient time for each task;
- be enthusiastic and develop positive working relationships with you and your peers in their classes;
- celebrate the success of pupils in lessons, after school activities and worship times;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised, attractive room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for your age and ability;
- treat you fairly and be sensitive to your feelings ;
- eliminate or control hazards which may cause you harm;
- use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- be approachable and listen to you at appropriate times;
- always take seriously any complaints of bullying or inappropriate behaviour reported to them;
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently.

WHAT STAFF CAN EXPECT FROM PUPILS

Staff may expect you to:

- arrive at school and at lessons on time;
- enter the classrooms quietly;
- wear full school uniform correctly;
- sit where you are told to sit by the teacher or any other member of the school staff;
- follow classroom rules and procedures and not disrupt the learning of other pupils;
- follow instructions given by staff and other adults without arguing;
- listen attentively to the teacher who will explain the lesson, what you are going to do, why and how;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- tell the truth and learn from your mistakes;
- care for the classroom and resources, respecting others' property;
- value other individuals and their contributions to lessons;
- lead by example creating a good role model for younger pupils in the school;
- accept responsibility for your behaviour;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with school policy;
- be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community;
- report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when outside school;
- be an ambassador for the school.

WHAT STAFF CAN EXPECT FROM THEIR COLLEAGUES

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

- treat you with respect;
- work and co-operate with you for the overall good of the school community;
- respect your values and individual beliefs;
- treat all pupil and staff issues with the highest standards of confidentiality;
- offer support when appropriate;
- be aware of your job remit and respect its boundaries;
- use ICT appropriately and in accordance with the schools Acceptable Use Policy;
- be aware of and consider the possible implications for the school, colleagues and themselves when posting inappropriately on Social Network Sites;
- use on-line technology appropriately and not compromise the professional integrity of colleagues or other adults in the school community.

WHAT STAFF CAN EXPECT FROM PARENTS

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

- treat you and your colleagues with respect;
- treat other parents, pupils and visitors to the school with respect;
- behave responsibly whilst on school premises;
- report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;
- ensure that their child arrives at school on time;
- ensure that their child is dressed appropriately, in school uniform with any necessary equipment e.g. P.E. kit;
- ensure that their child attends school regularly and contact the school in the event of an absence or lateness;
- encourage their child to achieve their very best in school;
- encourage their child to have high standards of behaviour in and out of school;
- support the school's policies, strategies and guidelines for behaviour;
- work with school staff to help their child accept responsibility for their behaviour and actions;
- inform the school of any concerns or problems that may affect the child's work or behaviour;
- support their child's homework and other home-based learning activities;
- support the school in its use of rewards and sanctions;
- take a proportionate responsibility for the behaviour of their child;
- discuss any issues of concern with the class teacher or Head teacher in a calm and non-aggressive or threatening manner;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;
- support the school's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;
- recognise the need for security and not create online media 'on behalf' of the school without the Head teacher's express permission.

WHAT PARENTS CAN EXPECT FROM STAFF AND OTHER ADULTS IN THE SCHOOL

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

- treat you with respect;
- set high standards of work and behaviour for all children in their care;
- encourage your child to do their best at all times;
- deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;
- impose sanctions consistently in accordance with this policy and the school system;
- promote positive behaviour and reward such behaviour in accordance with this policy and the school system;
- promote positive behaviour beyond the school gates on educational visits, and impose sanctions for inappropriate behaviour which reflects negatively on the school and its values;
- discuss your child's actions with them, give a warning and ensure that your child knows what the penalty will be should they continue to misbehave. All penalties will be carried out;
- provide a balanced curriculum in order to meet the needs of each child;
- keep you informed about general school matters, and your child's individual progress;
- let you know if there are any concerns about a child's work, attendance or behaviour;
- support the child's homework or home based activities.

CELEBRATING SUCCESS

At our school, we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school.

VERBAL PRAISE

To be used to encourage all children when positive behaviour is demonstrated. To be used specifically and clearly directed towards identifying the qualities displayed, - not blandly and over generously.

DOJO POINT SYSTEM

AIM: To encourage individuals to work as part of a wider team in order to gain as many 'Dojo Points' as possible as rewards for positive behaviour, effort and achievement.

ORGANISATION:

- On entry to school, all children to be allocated to one of 5 teams.
- Teams to be named: HILBRE, BEACON, MARINE, SHORE and ASHTON. Each team to be allocated a colour.
- Y6 children to be elected Team Captains and vice captains (2 boys and 2 girls per team).
- Dojo Points are allocated using the Class Dojo website. (See **N.B.** for additional EYFS behaviour system)
- Positive points are awarded for actions linked to the school values and behaviours. Negative points are given for actions that go against our school values and behaviours. Differing actions carry weights between 1 Dojo point and 5 Dojo points.
- Dojo Points to be totalled for each team each week across the school and the children informed in a whole school assembly on Friday. A cup and ribbons to be presented and displayed centrally in school.
- Dojo Points to be totalled for a half term and a non-uniform day awarded to the winning team.
- Teachers and Teaching Assistants to be allocated to teams.

The election of Team Captains and Vice Captains – Year 6 children whom wish to be elected present a small election presentation. All children (within the teams) listen to this message and then vote accordingly. This is managed and organised by the staff within each team ensuring all children in attendance have the opportunity to vote.

N.B: In EYFS, the dojo system is supported through the use of a class behaviour display. Each class display consists of individual pupil photographs, sun, rainbow, rain cloud and a black cloud. All children begin with their photograph in the sun. If a child's behaviour is not in line with our expectations (as previously identified) then a verbal warning will be given. If the behaviour persists, a negative dojo will be given and the pupil photograph will be moved over the rainbow and into the raincloud. This is done through conversation between pupil and adult to ensure the child understands where they are moving to on the behaviour display and why they have moved. As the child's behaviour improves, and positive dojos are received, the child will move back over the rainbow and back into the sun. (1 positive dojo = moved to the rainbow and 1 additional positive dojo = return to the sun.) However, in extreme circumstances, if the child's negative behaviour continues, further warnings and sanctions are needed and they would then move into the black cloud. Parents are informed if their child moves into either clouds at the end of the school day. The placement on the behaviour display affects their length of Golden Time on the Friday afternoon. If they are in the rain cloud they will miss 10 minutes and if they are in the black cloud, they will miss 30 minutes. It is important to understand that this system works in tandem with the whole school dojo system.

GOLDEN TIME:

AIM: To reward the positive behaviour of all children on a regular basis and to deal with negative behaviour in a clear and consistent manner. To involve staff throughout the school in this process.

ORGANISATION: Reward time identified by staff across the school. EYFS and KS1 Friday 2:30-3:15 (45 minutes), KS2 Friday 11:45-12:15 (30 minutes) WEEKLY. A choice of activities to be undertaken both within and beyond the classroom as staffing and resources allow. Year groups, and or Key Stages, to plan together considering the children's needs and requests.

Percentage based system (from Class Dojo) to be used only to manage children who have caused particular concern during a particular week. These individual percentages are available from the Class Dojo website and all children's information are accessible by the Head teacher (or Assistant Headteacher), who overviews and monitors all behaviours.

- 85% + Dojo points = clear to receive full Golden Time
- 75%-85% Dojo points = loss of 15 min Golden Time
- 74% or less Dojo points = Loss of 30 min Golden Time, with letter home.
- Children who have lost time will sit outside the Headteacher's office and will be spoken to by a member of the SLT. This is part of our Restorative Justice Process (see section 7.1).
- Children being given negative Dojo Points are encouraged to improve their percentage totals by gaining positive Dojo Points through making a change in behaviour and making good choices. All Dojo Points given should be accompanied by clear verbal direction from staff indicating the reasons for the allocation of both their positive and negative Dojo points.
- Staff across the school e.g. Midday Supervisors and Teaching Assistants can give Dojo points. Midday supervisors report back verbally to teachers after lunchtime. The senior midday also gives awards in merit assembly for two children each week (EYFS/KS1 and KS2).

MERIT AWARDS

Staff across the school are invited to identify one or two children who have demonstrated particularly outstanding achievements in behaviour, work or meeting our school values throughout a week. Merit Badges will be issued in an Achievement Assembly, with the reason for the child being chosen to receive an award written onto the certificate. Parents are invited on a Wednesday for the assembly on a Friday. During this assembly the Dojo winning team of the week is also announced. The Captains of the winning team take the cup and put on their team colours, which is then displayed in the entrance hall.

Midday awards are also issued during these Achievement Assemblies. Each week, two children are chosen (one from KS1 and the other from KS2) for demonstrating excellent behaviours during the lunch time, either inside or outside of the dining hall. Those parents are notified and invited to attend the assembly where their child/children are presented a certificate of achievement.

SECRET STUDENT

Teachers may choose a 'secret student' whose behaviour within the class will be the focus of any extra rewards given by the teacher – the name of the secret student to be revealed by the teacher at the end of the day.

Upper KS2

An agreed figure of total Dojo Points for each class = receive treat of their choice.

EYFS, KS1 and lower KS2

Twenty days of positive Secret Student Awards = receive treat of their choice.

Treats are suggested by the children and staff of each class and then voted upon.

PREFECTS - TO BE ASSIGNED FROM YEAR 6 PUPILS

AIM: To promote responsibility amongst our oldest children who can act as role models of good behaviour to younger children.

To enable children to take an active part in the day to day running of our school community.

ORGANISATION:

- Majority of the children to be selected from the year group.
- Y6 children should put themselves forward for consideration by filling in an application form.
- Whole staff to choose who they are.
- Prefects to be reviewed each term in order to consider other children taking over or replacing children if concerns arise.
- Prefects are encouraged to act as role models for positive behaviour.
- Badges given out to identify children.
- Profile of Prefects to be raised amongst the whole school to promote active citizenship.
- Y6 staff to oversee their role. Rotas to be drawn up to ensure a variety of tasks are regularly and effectively undertaken.

Duties to include jobs such as:

- Lunchtime helpers for each class teacher
- Playground Leaders for KS1 and KS2 (working with Teaching Assistant)
- Helpers in dinner hall
- Office assistants at lunchtime
- Helping with music in assembly
- Ringing bells
- Monitoring corridors after breaks etc.
- Changing books for infants etc.

STRATEGIES, SANCTIONS AND CONSEQUENCES

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

When 'bad' behaviour does take place there is an expectation from children and adults alike that appropriate sanctions should be applied. These are clearly understood by children and adults and are consistent across all classes, with due regard to the age and understanding of the child.

They are progressive and are relative to the frequency or severity of the inappropriate behaviour:

Stage 1

If a child misbehaves in class, their class teacher will give one verbal warning. If they continue to misbehave they will receive a negative Dojo point.

Stage 2

If the behaviour persists after another verbal warning the child will be given further negative Dojo points. Children whose Dojo percentage is below 85% will have their name recorded and an explanation of their behaviour recorded in whole school behaviour record book and reviewed by a member of the SLT and completed (where needed). This information is entered by the member of SLT during the Golden Time period after referencing the reasons for a low percentage. All reasons are recorded by class teachers using the Class Dojo.

Stage 3

Repeated examples of poor behaviour, or more serious acts, should be discussed with the class teacher in the first instance, and managed appropriately. The SLT will be made aware of the issues by the class teacher.

Stage 4.1

If this poor behaviour becomes regular as evidenced in our behaviour records, then the Special Education Needs Coordinator (SENCO)/Head Teacher can become involved to discuss behaviour with the child and the parents.

Stage 4.2

Where concerns persist, or on advice from the SENCO and other professionals, a positive behaviour support plan (PBS) may be used to help manage pupils with behavioural problems. A multi-agency assessment can be put into place at this stage if deemed appropriate.

Stage 5

Exclusion (see section 8)

At any stage under the guidance of the headteacher a pupil may face other consequences such as-

- missing playtimes, and/or missing part of their lunch break
- being removed from their classroom and placed in another class or in isolation (supervised by an adult).
- missing the opportunity to attend extra-curricular events
- being asked not to attend non-curricular events e.g. discos

RESTORATIVE JUSTICE

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution.

- What happened?
- Why did it happen?
- What part of the code of conduct did you forget?
- What will you do in future to stop this happening?

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

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

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

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

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

The values of reconciliation and forgiveness are a key aspect of these meetings with pupils encouraged to resolve differences and forgive hurt so that both parties can move on.

EXCLUSION

FIXED TERM EXCLUSION

Exclusion will always be seen as a last resort at St Bridget's CofE Primary School and will usually follow a lengthy period of work with the child and parents. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as removal of privileges are considered inappropriate.

FIXED TERM EXCLUSION

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

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

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

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or one-off offence.

EXCLUSIONS - THE RIGHT OF APPEAL AND LEGAL DUTIES

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

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

We take our guidance from the government document found through this link:

<https://www.gov.uk/government/publications/school-exclusion>

PUPIL CONDUCT AND MISBEHAVIOUR OUTSIDE OF SCHOOL PREMISES

WHAT THE LAW ALLOWS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable.'

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the 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

OUT OF SCHOOL BEHAVIOUR

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

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

SANCTIONS AND DISCIPLINARY ACTION – OUT OF SCHOOL BEHAVIOUR

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

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

THE USE OF REASONABLE FORCE

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

The Governing Body have taken account of advice provided by the DfE found through this link:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupils path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when

immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own

Force will **never** be used as a punishment.

ALLEGATIONS AGAINST STAFF AND OTHER ADULTS WITHIN SCHOOL

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously. The Governors of St Bridget's C of E Primary School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

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

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers. The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

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

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children.

ACTION IN THE EVENT OF A MALICIOUS ALLEGATION

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

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

SCREENING, SEARCHING AND CONFISCATION

The law enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The school can search for any item providing the child gives consent.

The school has the power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images (for digital images/materials please refer to the e-safety policy)
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

Confiscation – The school can seize any prohibited item found or any item which is considered detrimental or harmful to school discipline. Weapons, controlled drugs and extreme or child pornography will be handed into the police.

We take our guidance from the government document found through this link:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

REVIEW

This policy will be reviewed as and when necessary.

The Headteacher and staff will review this policy in accordance with the development priorities stated in the School's Development Plan. Any suggested amendments will be presented to the governing body for discussion.

Appendix A

St Bridget's C E Primary School



HOME SCHOOL AGREEMENT

- This is a copy of St Bridget's Home School Agreement
- Please read it together with your child and sign the appropriate sections of both copies
- After completion, please ask your child to return one copy for our records.

Our Vision

Inspiring, nurturing and educating our children to flourish as world citizens today and tomorrow.

Our Mission

Together Everyone Achieves More

Our Values

Faith, Hope, Love, Responsibility, Perseverance, Truthfulness, Creativity, Compassion, Respect, Teamwork, Friendship.

School Aims

To provide a school that supports children's development through its' Christian foundation.

To create an environment in which each child's potential can be realised, academically, socially, creatively, physically and spiritually.

To organise a safe and happy school where everyone is valued and respected and their individual qualities and creativity are recognised and celebrated.

To build a team of experienced, committed and caring staff with a broad range of expertise and meeting the needs of the children.

To work with all members of the school community to provide challenging learning targets appropriate to each individual child.

To develop the children with a broad and balanced curriculum in order to create a firm foundation for children's future education and life.

To encourage all children to adopt and maintain safe and healthy lifestyles.

To foster in children the qualities of self-belief, care and consideration for others, and to encourage high expectations in all areas of school life, in order to equip them to be good citizens for the future.

- Discuss any issues with parents that may affect the child's learning or development.
- Provide a challenging, rigorous and well- balanced education for each child, in line with national guidelines and individual ability.
- Follow school policies, particularly on discipline, rewards and sanctions.
- Provide a stimulating, safe and happy environment, which will support and encourage children to do their best.
- Be firm but fair to pupils.
- Be open, polite, attentive and welcoming to parents and pupils and offer opportunities for discussion about the well-being of the pupil.
- Monitor pupil progress and give feedback to parents.
- Develop the working environment and methods of teaching.
- Release children promptly at the end of the day.

PUPILS WILL:-

- Follow the school 'Code of Conduct'.
- Be polite and helpful in everything they do at school, try their best, take part in class activities and listen carefully to their teachers.
- Work appropriately and sensibly.
- Strive to achieve individual targets.
- Complete homework on time.
- Act responsibly towards the buildings, equipment and books and take care of their clothes and belongings.
- Be friendly and kind to others – especially new starters.
- Never bully or hurt anyone, and tell the teacher if they see it happening to other pupils.
- Try to think of ways to make the school a better place.

Pupils' signature.....Date.....

PARENTS WILL STRIVE TO:-

- Ensure children arrive and leave school in a safe and timely manner every school day.
- Avoid taking pupils out of school during term time except for illness.
- Notify school of any sickness absence on the first day if at all possible. On return, please send a written note to the class teacher explaining the reason for the absence.
- Attend open evenings to discuss their child's progress.
- Encourage their child to complete homework as set by their class teacher(s).
- Read at home with their child.
- Discuss any issues with the school that may affect the child's learning or development as soon as they arise.
- Celebrate their child's successes and encourage their child to improve where necessary.

Parent's signature.....Date.....

Name of parent (please print).....

TOGETHER WE WILL:-

- Support and encourage the pupil to keep the rules of the PPS partnership.
- Help the pupil to complete a full education within the Church of England environment.
- Strive to ensure the child has a happy, productive and memorable time at St Bridget's School.
- Endeavour to develop pupil's awareness of the wider community and their roles and responsibilities within it.
- Tackle any issues in a positive pro-active manner.

Signed Date

N Le Feuvre

Headteacher