



Woodlands Federation

**Positive
Behaviour Policy**

September 2021

We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

It is a primary aim of Woodlands Federation, and its member schools, that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a group of caring communities, whose values are built on mutual trust and respect for all. This behaviour policy is designed to support the way in which all members of the federation and its schools can work together in a co-operative way. It aims to promote an environment in which everyone feels safe and secure. Each school has a number of rules, but this behaviour policy is not primarily concerned with rule enforcement but with promoting good relationships within the school community. It promotes people working together with the common purpose of helping everyone to learn.

The federation expects every member of the school's community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school and wider community.

The schools recognise and promote good behaviour as they believe that this will develop an ethos of kindness and co-operation. This policy is designed to encourage good behaviour rather than merely deter anti-social behaviours.

Aims of our Positive Behaviour Policy

- To develop an atmosphere where teaching and learning can flourish.
- To develop frameworks within which initiative, morality, responsibility and sound relationships can flourish
- To enable children to develop a sense of self worth together with a respect and tolerance for others; treating children politely and fairly so that they learn to be polite and fair.
- To produce an environment in which children feel safe, secure and respected; both in and out of the school building
- To ensure children are praised, good behaviour expected, and is recognised and encouraged
- To encourage children to become independent learners, confident individuals and responsible citizens.
- To teach children to think about their behaviour and to learn self control.

Key Points

Children need to know what is expected of them and to realise the importance of the way they behave and how it affects themselves, their peers, their parents, carers and their teachers.

Teachers have power to discipline pupils for misbehaviour that occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

The Promotion of Good Behaviour, Self Discipline and Respect

Every year, all classes are involved in agreeing their own set of conduct principles which are in line with those set up by their school. PSHE lessons, circle times, assemblies and special days and weeks promote the behaviours that are desired and build mutual respect. All staff model good behaviours required in the school community.

We would like children in our school to show:

- Self confidence
- Self control
- Sensitivity, care and consideration and respect
- A pride in themselves and their school
- An interest in, and ability to self-direct, their activities and learning
- Empathy for others
- The ability to treat others as they would wish to be treated themselves.

We would like children to develop:

- Self monitoring and evaluation skills
- Responsibility for their learning and their environment
- Self control and a sense of judgement and fairness
- Honesty
- Independence
- A sense of self-worth and pride in their achievements.
- An understanding of the need for rules
- A respect and tolerance for others' ways of life and different opinions
- Non-sexist attitudes
- Non-racist attitudes
- Responsibility for their actions
- An acceptable response to bullying and abuse

Unacceptable Behaviours

- Biting, pushing, spitting, hitting and kicking
- Putting others at risk through dangerous behaviour.
- Inappropriate use of language, inappropriate sign language and swearing
- Making unkind remarks
- Damaging property or using school equipment inappropriately

- Answering back, rudeness or aggression towards adults or pupils
- Stealing
- Retaliating
- Sexualised behaviours
- Racist or sexist comments, gangs and bullying
- Leaving the premises without adult permission.
- Personal slights towards others
- Inappropriate encouragement of unacceptable behaviour.
- Disobedience (e.g. not following agreed procedures in lessons or playtime)

SMSC Provision and British Values

Through our provision of SMSC education, we:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- develop tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Expected standard of pupil behaviour

All staff aim to foster discipline and mutual respect between pupils, and between staff and pupils.

All staff:

- will share responsibility for maintaining and promoting good behaviour throughout the school.
- will deal with the behaviour, not a child
- will work in partnership with parents/carers in some of the ways listed below:
 - Incidents 'more than a squabble' will be verbally fed back to the parent/carer on the same day (or a telephone call made if this has not been possible).
 - Staff can arrange for office to telephone in advance (a 'phone home') to request a brief meeting after school if felt necessary- eg parent/carer usually picks up child from car park.

- Staff will ensure approach is not one of ‘telling the parent/carer off’ but rather one of them understanding that we are speaking to them because we want the best for their child.
- Staff will proactively share positive feedback with parents/carer, informally and regularly
- will treat all children equally, irrespective of gender race, religion or family background.
- will play an active part in building up a sense of community and will consistently model and apply the agreed high standards of behaviour.
- will be alert to signs of bullying, racial or sexual harassment and will deal firmly with it and will alert other staff to such problems using the agreed system of recording on CPOMS and the DSL (Designated Safeguarding Lead) will alert others.
- will promote the school rules within each class
- will use circle times, assemblies and the curriculum to discuss incidences and issues as they arise and encourage the children to become responsible, sensitive, empathetic and fair.
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately.
- will support each other in maintaining good classroom management and show sensitivity to each others needs and difficulties.
- will communicate regularly so that the needs of individual children are known and effective support strategies are put in place.
- will actively build positive relationships with children based on listening to them, finding opportunities to make them feel special, and ensure that their emotional as well as academic needs are addressed; teachers should ensure that every child in their class has been spoken to during each day.
- will give children the opportunity to calm down and regulate their emotions before giving a sanction although action to isolate the child to avoid harm to other pupils or property may need to be taken.

Physical Contact

- **Pupils:**

The schools have a ‘no contact’ rule in place both within the classroom and outside. With contact based games in PE and leisure time activities, pupils are taught the appropriate way of tagging, tackling or other acceptable methods of sports based touch. Contact may rarely and unintentionally be outside these accepted and agreed norms during sport based activities, and if so this is monitored carefully by adults with any appropriate action taken.

- **Adults:**

During teaching activities there may be occasions where contact is necessary, for instance in gymnastics if steadying a pupil’s balance. If this is the case, pupils will have this discussed with them first and it will always be with others in the locality. There may be occasions where an authorised adult will offer comfort to a pupil who is upset, but this will not be for prolonged periods beyond what is necessary to calm an individual. For pupils with medical

conditions or those requiring intimate care, there is a separate policy. This will be discussed by the inclusion manager and adult administering the care with the child and their parents or carers before the care is administered. 'Positive handling' may be employed when a pupil may present a danger to themselves or others. This information is given in more detail later in the policy.

Online Behaviour

The schools have a range of measures in place to help keep pupils safe online. The schools use the Smoothwall Safeguarding Portal to monitor all websites accessed via the school network by pupils and adults. This ensures that children are not able to access materials that put them at risk and gives a record of who has accessed what. The local authority provided filters also limit content coming into the school to keep all pupils and staff safe. Each pupil and staff member have their own logins to enable their traffic to be monitored by the designated safeguarding lead. Online safety is taught as part of the computing curriculum as are aspects of 'keeping yourself safe' through the PSHE curriculum. There are also special focus days, weeks and events through out the year as well as messages through newsletter and parent workshops to keep stakeholders up to date with developments in online safety. Staff will also respond to any concerns that come to light around pupils' exposure to or use of online media outside school and will take appropriate action.

School Council

The school council will be involved in monitoring the rules of the school. They will be involved in discussion about behaviour in school and help revise/develop initiatives for rewards and sanctions.

School rules

School rules are discussed with and agreed by the members of the school. They are often referred to as 'golden rules'. The federation rules are very similar in each school although the precise wording may vary which acknowledges the identity of each school. They will all include a desire for:

Taking care of one another

Being honest, polite and respectful

Listening to one another

Taking care of things and sharing

Learning from our mistakes and being motivated learners

Giving 100% in everything we do

Disciplinary penalties for breaking the rules

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher. 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. It must not breach any other legislation (for example in respect of disability, special education needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. That means that it is reasonable in all the circumstances and that account must be taken of the pupil's age, any special education needs or disability they may have, and any religious requirements affecting them.

The power to discipline and apply particular punishments can be extended to parents who have volunteered to help e.g. on a school trip, or to other adult volunteers. This can only be granted in agreement with the senior leadership team (head teacher or Inclusion manager).

Corporal punishment is illegal in all circumstances.

The school will notify parents of serious, repeating or dangerous behaviours and how they will be/were dealt with. Behaviour issues that are considered to be minor infringements will not routinely be reported to parents unless there is already an agreement in place to do so. The school has an expectation that parents and carers will support the school in carrying out disciplinary procedures and will follow the school's protocol and policies. Parents throughout this documents applies to both father and mother of the pupil.

Recording Incidents of Poor Behaviour

When a serious or repeating misbehaviour occurs it is recorded on CPOMS (Safeguarding and Child Protection Software for Schools) noting the facts of the incident, what was happening before the incident, who was involved and what the consequences of it were. Class teachers are responsible for following up such concerns with parents in the first instance and in more serious or repeated cases the DSL, head teacher or inclusion manager will be involved.

Classroom Management

Class teachers are trained to manage pupils during teacher training and continually throughout their professional careers. This will include planning for learning, and planning for the individual needs of pupils. Each class has a system of visual reminders which they agree at the beginning of each academic year. At playtimes, there are similar rules and sanctions in place that all staff know. Sometimes a teacher may use tactical ignoring of actions and deal with them quietly; sometimes they may use eye contact or a gesture to remind a child; on other occasions the situation may be discussed with pupils and provision planned to avoid a repetition. Each of the management strategies will be carried out with the general policy in mind, tempered with a full knowledge of the child. This gives an individualised but fair approach to positive behaviour management. At times it may be necessary to sit a child out of an activity or to send them to another classroom for a period of time.

Rewards and Sanctions

The school has a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These are proportionate and fair responses that may vary according to the age of the pupils and any other special circumstances that affect the pupil.

Celebration of Good Behaviour

Schools will use a combination of:

- Stickers
- Certificates
- Trophy cups
- Points
- Praise
- Celebration assembly
- Reviews in newsletters
- Sharing of work with senior leaders
- Whole class reward

(This list is not exhaustive. Any rewards are in line with the staff conduct and behaviour policy, and healthy eating policy)

Sanctions for Unacceptable Behaviour

When poor behaviour is identified, sanctions are implemented consistently and fairly in line with the behaviour policy. Examples may be:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishments, such as writing lines
- Loss of privilege e.g. loss of a prized responsibility or not being able to participate in a non-uniform day
- Missing break time
- Detention including during lunch-time and after school (if during a club)
- School based community service or imposition of a task – such as picking up litter or weeding school grounds, tidying a classroom, helping clear up the dining hall after meal times or removing graffiti
- Regular reporting including early morning reporting, scheduled uniform and other behaviour checks, or being placed 'on report' for behaviour monitoring
- In more extreme cases schools may use temporary or permanent exclusion

Detention

Teachers have the power to issue detention to pupils aged under 18 and parental consent is not required. This is only to be used as a sanction for misbehaviour. The detention can only be held on a school day where the pupil does not have permission to be absent or on non-teaching days (inset days). Only teachers and senior leaders can impose a detention on a pupil. As with any disciplinary penalty, the detention will be proportionate and reasonable. With lunch-time detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

School staff will not issue a detention where they know that doing so would compromise a child's safety, which includes an after-school detention. An after-school detention would only be used when, for instance, the pupil should have been attending an after-school club on the school's premises, and this privilege has been withdrawn at the request of the club provider. In this case the pupil would be adequately supervised by an assigned adult.

Anti-Bullying policy

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour; we do everything in our power to ensure that all children attend school free from fear.

What is 'bullying'?

"Behaviour by an individual or group, usually repeated over time that **intentionally** hurts another individual or group either physically or emotionally" (DSCF, 2007). This can

sometimes be confused with unpleasant or aggressive behaviours towards others but must have an intentional/pre-meditated element to be categorised as 'bullying'.

This behaviour can include:

- Verbal bullying e.g. making personal threats, name-calling, nasty comments or jokes
- Physical bullying e.g., hitting, kicking, poking, punching, pushing, shoving, slapping, tripping or spitting, inappropriate touching or being forced to do things you don't want to do.
- Indirect, e.g., ignoring, or excluding someone from the group e.g. not including them in activities, gossiping or spreading rumours, dirty or intimidating looks stealing, damaging belongings, targeted graffiti, or gestures
- Cyber bullying e.g., sending threatening comments via email, text messages or Facebook, or taking humiliating, pictures or video, clips which are then sent or shared with others

'prejudice-based bullying' - Bullying behaviour motivated on grounds of an individual's gender, ethnicity, body image/size, sexuality, disability, age, religion or belief

How we prevent bullying

The spiritual, moral, social and cultural education of pupils, and also their personal, social, health and citizenship education is central in combatting any type of bullying. Assemblies, newsletters and circle times present opportunities to reinforce the school's equality policy and behaviour policy. We also provide learning opportunities for pupils to discuss issues of diversity, discrimination and equality through PSHE, citizenship and the whole curriculum. Every year we hold anti-bullying focussed weeks, and every two years focus on diversity and difference during an equality week. We also have a supervision of pupils policy which all members of staff adhere to. This is posted on our website.

Our Short Term responses to acts of bullying

Undertake a **risk assessment** by asking the following questions:

Is the victim safe?

Is the victim vulnerable or especially upset?

Has the victim experienced this Anti-social behaviour/ hate incident or bullying before?

Are they a repeat victim or has this bullying been going on for sometime?

Has the reported incident(s) had an impact on the wellbeing of the victim or on a group of individuals such as a family?

Our Short Term Actions

- Ensure the victim feels supported and is given space and the opportunity to talk about the incident
- Where appropriate involve the parents of victims and perpetrators

- Respect the wishes of the victim but if there are safeguarding concerns or if answers are 'yes' to any of the 4 risk assessment questions we will take safeguarding action
 - Avoid being confrontational with the perpetrator and challenge their behaviour and ideas rather than them
 - Help the perpetrator understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
 - Provide some time and space to allow the perpetrator to reflect on their behaviour or calm down before taking any follow-up action or talking through the incident further
 - If the perpetrator has made inaccurate statements, point these out, question stereotypes and counter prejudice by providing accurate information
- Let other pupils who have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- Consider the intentions of the perpetrator before applying sanctions, especially before exclusion
 - Consider the intentions of a victim who has retaliated before applying sanctions, especially before exclusion.
 - Keep the victim and parents informed about progress and any actions taken
 - Record on CPOMS whether the incident has been resolved, particularly whether the victim and parents are satisfied with the outcome

Our Longer Term responses to acts of bullying

- The victim/s and perpetrator/s may require longer term support.
- Bullying Incidents: Where appropriate, we will seek advice, guidance and support from the Anti-bullying Service at East Sussex Behaviour and Support Service (ESBAS).
- Hate Incidents: Where appropriate, we will seek advice, guidance and support from the Equality and Participation Team.

Peer on Peer abuse and Sexualised Behaviours

Woodlands Federation have adopted the ESCC **Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Schools, Settings and Colleges dated December 2018**

Pupil support systems

Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils. Our school's approach to mental health and behaviour is part of a consistent whole school approach to mental health and wellbeing. This involves providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This is paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities.

School staff do not act as mental health experts and do not try to diagnose conditions. However, all staff aim to ensure that the clear systems and processes that are in place for identifying possible mental health problems, including early intervention, creating a safe and calm educational environment. As set out in Chapter 6 of the statutory SEND 0-25 years Code of Practice 2015, staff are alert to how mental health problems can underpin behaviour issues in order to support pupils effectively, working with external support where needed. For example, where a pupil has a mental health condition that amounts to a disability and this adversely affects their behaviour, our schools makes reasonable adjustments to its policies, the physical environment, the support we offer, and how we respond in particular situations. Our behaviour policy is consistent with the legal requirement that treating all pupils the same may be unlawful where a disability affects behaviour. It may be unlawful to apply a behaviour policy that treats all pupils the same if a pupil's disability makes it harder for them to comply with the policy than other pupils who are not disabled.

Our federation has in place arrangements which reflect the importance of safeguarding and promoting the welfare of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are aware of their responsibilities, as set out in statutory guidance (Part 1 of KCSIE and in Working Together to Safeguard Children). If staff have a mental health concern that is also a safeguarding concern, immediate action is taken, following our federation's child protection policy which is to speak to the designated safeguarding lead or a deputy.

Where there are concerns about behaviour, the school will instigate an assessment (by involving outside agency professionals) to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, child protection concerns, or mental health problems.

Managing pupil transition

Short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life. For example, it is normal for children to feel nervous or under stress around exam times or when transferring to a new phase of education, but other factors can make such stress part of an enduring and persistent mental health problem for some children. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as experiencing mental health problems and may result in changes to behaviour. Our schools seek to work with parents to deal effectively with any stress experienced by pupils and will take these factors into account when dealing with negative behaviours.

Confiscation of inappropriate items

A member of staff has the power 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 (Section 94 of the Education and Inspections Act 2006). A confiscated item will either be returned to the pupil at a set time (at the time the item is confiscated) or direct to the parent or carer at a reasonable time.

Screening and searching of pupils

Teachers have 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
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, and
- Any item banned by the school rules

Prohibited items will either be disposed of (including to the police) or returned to parents or carers as appropriate. Weapons and knives and extreme or child pornography will always be handed over to the police, otherwise the teacher will decide if and when to return a confiscated item.

School staff can search pupils with their consent for any item. The teacher or staff member can ask a pupil to turn out his or her pockets or can look in the pupil's bag or locker and for the pupil to verbally agree. If the pupil has a banned item but refuses to be searched, the school can apply an appropriate punishment as set out in the school's behaviour policy. Searches will be carried out by authorised staff with another member of staff present.

Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search. Our Schools will inform the individual pupil's parents or guardians where alcohol,

illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. Complaints about screening or searching will be dealt with through our normal school complaints procedure.

The power to use reasonable force (Positive Handling Policy)

For children who present challenging behaviours, redirection, diffusion, prevention and avoidance are the first tools in managing violence and will tend to make control and restraint unnecessary in many situations. However, there may be occasions when the use of force or positive handling is appropriate and necessary. Our policy is to involve pupils in examining and discussing the implications of behaviour that would require staff intervention. Situations may arise for school staff in which the use of force may be required in dealing with conflict when other measures have failed or staff are faced with a one-off incident that did not have a planned risk assessment. The safety of staff & students is the prime underpinning aim of the use of force/positive handling.

It is essential that the physical management of pupils:

- should, wherever possible, be avoided
- is seen as a rare occurrence and as a last resort
- seeks to ensure the safety of other children and staff
- is part of our whole school behaviour policy
- must be used in ways that maintain the safety and dignity of all concerned
- is recorded according to statutory guidance

What is Reasonable Force?

Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified will depend in part upon the context in which the misbehaviour takes place. The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. Reasonable force can cover a wide range of actions that involve a degree of physical contact with young people.

All members of school staff have a duty of care to prevent serious harm. Where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principal of using minimum force). Such situations could include preventing a pupil from running off a pavement and into a busy road or preventing a pupil from hitting someone with a dangerous object.

School staff may use positive handling for:

- removal of disruptive child from a classroom
- restraint of pupil to prevent them harming themselves
- restraint of pupil to prevent them harming others
- prevention of pupil leaving, if leaving would risk their safety

This is not an exhaustive list.

If a child/young person has SEND, there may be an additional negative impact if using positive handling so staff will be made aware of how a child may react and the increased risk of harm to both the child and staff. In these cases a plan, drawn up in conjunction with the child/young person and their parent/carer, which includes preventative strategies, de-escalation strategies and specific guidance on positive handling will be available.

Children and young people who have identified challenging behaviour have a written risk assessment that contains a Behaviour Management Plan and/or a Positive Handling Plan, which identifies the most appropriate interventions to be used. This Plan includes Primary Prevention Strategies and Secondary Prevention Strategies which can be used before positive handling strategies are implemented.

Parental consent is not required for the use of reasonable force.

Incidents involving the use of positive handling will be clearly recorded and reported to the designated senior member of staff (head teacher). A follow up session (at a later date) to review the events that took place and learning that could inform future practice and planning will be held. In the event of a complaint being made about the use of force, our complaints policy can be used. If 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 acted reasonably. Our schools refer to the “Keeping Children Safe in Education” DfE Guidance where an allegation of using excessive force is made against a teacher or member of staff.

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Senior Leaders (head teacher or inclusion manager) and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

It may be deemed necessary to place a disruptive pupil in an area away from other pupils for a limited period. This would only be considered in exceptional circumstances if the pupil poses a danger to themselves or others and need to regulate themselves in a secluded environment. In these exceptional circumstances, for a short period of time, it may be considered that it is in the pupil’s best interest, in order to keep them or others safe, that they should not be able to leave the room of their own free will and would be under appointed adult supervision for the duration of this time. The school will ensure their health and safety and any requirements in relation to safeguarding and pupil welfare. The staff member in charge will decide how long this period may be, and what the pupil may and may not do during this time and their time spent there is used as constructively as possible. Pupils will also be allowed to eat their snack or lunch during this time, and use the toilet.

The power to discipline beyond the school gate

Teachers may discipline pupils for:

Misbehaviour when the pupils is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- 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 or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school

Teachers may discipline if the misbehaviour includes any non-criminal bad behaviour or bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Punishments may include those laid out in the **Rewards and Sanctions** section of this policy.

The discipline will be a proportionate and fair response that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. The teacher will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Working with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

The school will consider whether the behaviour under review gives cause to suspect that the child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

Liaison with parents and other agencies

Parents/carers have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. The school expects that parents/carers will give their full support in dealing with their child's behaviour.

We ask parents/carers to:

- Keep us informed of behaviour difficulties they may be experiencing at home

- Inform us of any trauma or special circumstances which may affect their child's performance or behaviour at school e.g. a death in the family.

The school will endeavour to achieve good home/school liaison by:

- Promoting a welcoming environment within the school
- Offering an “open door” **approach**
- Giving parents/carers regular constructive and positive comment on their child's work and behaviour
- Encouraging parents/carers to come into school on occasions other than parents' evenings
- Keeping parents/carers informed of school activities by letter, newsletter, parentmail etc
- Involving parents/carers at an early stage in any disciplinary problems
- Providing a Parent Forum

Other Agencies - Full use will be made of such agencies as Social Services, Health Services, Educational Psychologist when appropriate and with the permission of the parents/carers.

Exclusion

In cases of extremely bad behaviour or if there are no responses to our previous strategies, children will be excluded from school:

- For the rest of the day;
- For a specific number of days;
- Permanently.

We will also exclude children from outings or clubs if they present a danger to themselves or others.

Exclusions are very serious and we hope to avoid them by home and school working together. Any type of exclusion is made known to our Governors and is recorded in the child's file which goes on to secondary school. Parents/carers have the right to appeal against exclusion. It is rare that Woodlands Federation resort to exclusion as in most cases it can be avoided by using a wide range of strategies for improving behaviour.

A child may be excluded internally (working away from peers) or externally for:

- Physical assault against pupil
- Physical assault against adult
- Verbal abuse/threatening behaviour against pupil
- Verbal abuse /threatening behaviour against adult
- Persistent bullying
- Racist abuse
- Sexual misconduct
- Serious damage to school property
- Theft
- Persistent disruptive behaviour

When considering excluding a pupil, we consider any contributing factors that are identified after an incident of poor behaviour has occurred, which includes where the pupil has mental health problems. We consider if action can be taken to address underlying causes of disruptive behaviour before issuing an exclusion. In doing so, if a child has SEN or a disability and/or is a Looked After Child, there are additional requirements and expectations as set out in the relevant legislation and statutory guidance. Permanent exclusion is very much a last resort. However, in all cases, we balance the interests of the pupil against the needs of the mental and physical health of the whole school community.

When establishing the facts in relation to an incident, the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

Staff Development and Support

All new staff receive induction training over several months of joining the federation. This is conducted by the Head teacher, Designated Safeguarding Lead and inclusion manager as well as peers through a 'buddy system'. Our key policies are available on our websites and on the network systems in our schools. Hard copies for staff can also be found in the staff room and staff are required to sign as proof of reading them. Other staff training and ongoing professional development is maintained throughout the year, during insets and twilights. Staff have access to other members of staff who have experience and professional training in many areas of positive behaviour management.

Pastoral care for staff accused of misconduct

Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff. This will be in the form of a fixed term exclusion that is proportionate to the incident.

Employers will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body will instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

The role of governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing boards must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school and are in line with recommendation by the Secretary of

State. The governing body has also considered their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing board has been in consultation with the head teacher(s) over the behaviour policy and have considered which issues should be represented in the policy. Parents, pupils and staff have been consulted on behalf of the governing board with the final document being available on the schools' websites.

The governing board have considered the implications of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school and have given direction to the school in upholding these powers. Clear advice and guidance from the governing body, which feeds directly into the behaviour policy, will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance.

The governing board have asked for the following to be included:

- a. Screening and searching pupils (including identifying in the school rules references to parent or parents are to fathers as well as mothers, unless otherwise stated; which items are banned and which may be searched for)
- b. The power to use reasonable force or make other physical contact
- c. The power to discipline beyond the school gate
- d. Pastoral care for school staff accused of misconduct
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Publications used to inform this Behaviour Policy:

DfE behaviour and discipline in schools – advice for head teachers and school staff dated January 2016

DfE behaviour and discipline in schools guidance for governing bodies dated 2012

DfE mental health and behaviour in schools dated November 2018

DfE statutory exclusion guidance dated September 2011

Screening, searching and confiscation – advice for head teachers, staff and governing bodies dated January 2018

Use of reasonable force – advice for school leaders, staff and governing bodies

ESCC positive handling guidance dated 2016

ESCC reporting hate crime guidance

ESCC Protocol for managing peer on peer harmful sexual behaviour in schools, setting and colleges dated December 2018