

WHOLE SCHOOL BEHAVIOUR POLICY

St Columba's CATHOLIC PRIMARY SCHOOL

Mission Statement (Appendix 1):

The full Mission Statement of St Columba's Catholic Primary School can be found in Appendix. All policies are based on the mission of the school.

Aims and expectations

It is our primary aim at St Columba's that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring Catholic community, whose values are built on mutual trust and respect for all. We teach and follow Gospel values and seek to follow in the footsteps of Jesus Christ. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. St Columba's expects good behaviour, as it believes that this will support and develop the Catholic ethos of love for one another as Jesus Christ loves us. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

In order to make clear our expectations of good behaviour and to achieve our aims we will: achieve this, at St Columba's we will;

- Make clear our expectations of good behaviour through the commitment from each member of staff, using assemblies, the school curriculum and other opportunities,
- Consult and involve pupils,
- Provide positive examples for modelling behaviour,
- Treat every member of the school community as individuals, respect their rights, values and beliefs,
- Reward positive behaviour,
- Intervene early to challenge undesirable behaviour,
- Create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, faith, cultural differences or ability,
- Follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour,
- Consult, seek support from and involve parents.

Responsibilities

The commitment of staff, pupils, Governors and parents/carers is vital in order to develop a positive whole school ethos. The expectations of staff, pupils and parents/carers are outlined in Appendix 3.

All members of staff are encouraged to be active, straightforward and responsible in their engagement with pupils, and to use their good judgement to reinforce the Catholic ethos.

All members of staff are responsible for upholding, promoting and implementing the Whole School Behaviour Policy. Class teachers have general responsibility for the behaviour of pupils in their class and for their pastoral care. All members of staff have pastoral responsibility for all pupils in the school. They are supported in this by members of the Senior Leadership team and the Head Teacher, who are available to all staff for consultation about managing behaviour and discipline.

Promoting Good behaviour and Rewards

For many children, good behaviour is normal, for others it is caught for some it needs to be taught. At all times every member of staff will encourage good behaviour and discourage poor behaviour. Good behaviour is seen and promoted as the norm. We praise and reward children for good behaviour in a variety of ways:

Positive encouragement/praise – catch them being “good”
Individual teacher awards – stickers, class star/car charts

Children chosen as monitors and given responsibilities
Children visit other classes and teachers to showcase work
Celebrate work at assemblies
Work displayed around school
Head Teacher Award
Informing parents

Unacceptable behaviour, sanctions and consequences

Although, at St Columba's, we aim to focus on the positive at all times, from time to time some children need reminders about what is and what is not acceptable behaviour. This is perfectly natural as young children develop social and emotional skills. Children need clear boundaries about what is and what is not acceptable in our school community. The vast majority of children learn from mistakes and with sensitive support are able to make better choices to improve their behaviour. Whatever mistakes children make they will be dealt with in a place where forgiveness is promoted and valued.

Minor Incidents

Minor disciplinary incidents are dealt with informally, on the spot by the teacher or other adult in charge. If the class teacher is not present, the incident will be reported to him/her at the earliest possible convenience.

Examples of minor incidents include:

Low level disruption in class

Calling out

Passing notes

Bad manners

Misuse of practical equipment

Hurtful comments that upset another child

Consistently off-task

Playground play that has resulted in another child being hurt (not requiring first aid)

Playground play that upsets another child

Dropping litter

Appropriate sanctions and consequences (Minor) may include:

An explanation of why their behaviour is inappropriate

A word of warning and guidance to help them make better choices and improve their behaviour

Temporarily changing places in class

The loss of a small privilege (time constrained – no more than 5 minutes)

An apology will be expected

The child will be observed more closely by members of staff for a short period of time.

At St Columba's Catholic Primary School these (minor) incidents make up the vast majority of the examples of unacceptable behaviour. At this stage the one-off minor incidents will not necessarily be reported to parents or to a senior member of staff.

Recorded Incidents

At this stage the unacceptable incident **must** be recorded using the black book and eventually the SIMs system (Appendix 11). This allows staff to build up a full picture about a child's behaviour, it will create a behaviour log which will be useful for other members of staff, when reporting to parents and if (eventually) it is necessary to involve other supporting specialists and agencies.

Examples of recorded incidents include:

Persistent incidents of minor examples of poor behaviour

A deliberate delay in following instructions

Repeated disruption to learning

Use of inappropriate language (foul language, swearing, etc)

Answering back

Graffiti on books, equipment or furniture

Stealing (isolated incident)

Repeated personal or discriminatory comments and remarks directed to other pupils or members of staff

Playground behaviour that results in an injury to another child (requiring first aid)

Playground behaviour that repeatedly results in a child being upset

Deliberately excluding a child by not talking to them or not letting them join in (isolated incident)

Encouraging others to exclude a child or not let a child join in (isolated incident)

Racist comments or name calling (isolated incident)

Homophobic comments or name calling (eg the casual or derogatory use of the term 'gay') (isolated incident)

Inappropriate sexualised comments or behaviour (isolated incident)

Inappropriate use of ICT equipment

Inappropriate use of websites

Inappropriate behaviour when representing the school which brings the school into disrespect or reflects badly on the school image and values

Appropriate sanctions and Consequences (Recorded) may include:

A stern warning about the possible consequences if the poor behaviour continues

Changing places in class to an isolated seat

Time out in another class

Loss of privilege (whole session)

Loss of playtime

Loss of a lunch playtime

Restricted use of the playground

Not allowed to take part in a school sports team or other representative event

Not permitted to go on a school trip

Not permitted to take part in a residential visit

Completing a 'Think it Through Sheet' (Appendix 11) (these will be kept in the child's file in the school office)

Involving a Senior member of staff

Informing parents/carers

Home/School behaviour book

Apology is made

The child is observed more closely

Other relevant members of staff are informed so that the child can be observed

Major/Serious Incidents

A major/serious incident must be recorded using the SIMs system and will involve the Headteacher or Deputy Headteacher.

Examples of major or serious incidents include

Repeatedly refusing to do as requested by an adult

Continual fighting

Repeated use of foul and offensive language

Repeated use of swear words

Violence or intimidation directed at any member of the school community or the wider community

Out of control behaviour

Stealing (persistent)

Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours

Drug use on the school premises

Persistently answering back and using inappropriate body language

Repeated inappropriate behaviour resulting in disruption to the learning and teaching environment

Rude and/or disrespectful to other children and/or adults

Racist name calling and/or comments (repeated)

Homophobic name calling and/or comments (repeated)

Inappropriate sexualised comments or behaviour (repeated)

Cyber bullying and inappropriate use of the internet and social media (against other pupils or adults at the school)

Appropriate sanctions and consequences (major/serious) may include:

Inform parents and seek support for sanctions and consequences inside school and at home

Daily report

Removing all privileges and playtimes (for a specific period of time or until behaviour improves)

Not permitted to attend any out of school activity

Isolation in class

Isolation in school (internal exclusion)

Setting up behaviour plans and contracts

Counselling

Referral to the Inclusion support team

Referral to the Pupil Referral Unit

Fixed term exclusion

Permanent exclusion

Pupil Support and Pastoral Intervention

At St Columba's we will support every child to help him/her to understand the importance of remorse and their responsibility to respect the rights of others, after which we expect to see that the child understands why their behaviour was inappropriate. We will also help children by discussing with them the example of Jesus Christ and our shared Gospel values of love, trust, fairness, dignity and forgiveness.

Additional support is available for all children who may be experiencing difficulty with friendships, relationships or in recognising and controlling their emotions. SERIS (Social and emotional resilience in schools) and counselling support is available for identified pupils. Staff also use the SEAL (Social and Emotional Aspects of Learning) materials for small groups.

For individual pupils who need additional help we will involve other appropriate professionals such as a qualified and experienced child counsellor. This is discussed with parents who have the opportunity to meet the counsellor.

The Inclusion support team is available to offer help and advice to pupils, parents/carers and members of schools staff.

As is right and proper in a Catholic School we will give all children the opportunity to show that they are truly sorry for the hurt they have caused. They are expected to ask for forgiveness and it is right that they should receive forgiveness. At times this is not easy, it is challenging to live out Gospel values and all children will need sensitive support to achieve this.

ST COLUMBA'S CATHOLIC PRIMARY SCHOOL

MISSION STATEMENT

Our school works with families, parishes and the community to provide all our children with opportunities which will help them grow in the knowledge and love of God and each other.

We will help them to develop as a whole person by providing a curriculum which will embrace the individual needs of all pupils.

This will be done within a Catholic setting which seeks to follow the love and teachings of Jesus Christ.

"I have come so that they may have life and have it to the full"

(John 10 : 10)

Appendix 2

Bullying

What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

"Bully is the deliberate harassment or an aggressive act which causes hurt to another. The hurt can be physical or psychological; inflicted by one child or a group." NSPCC 'Tackling Bullying' publication.

Signs that a child may be experiencing bullying may include;

- school refusal
- frequent illness
- not wishing to go out for playtime
- easily upset
- begins to do poorly in school work
- becomes withdrawn, starts stammering
- cries self to sleep
- comes home frequently with clothes or books damaged or lost
- asks for money
- refuses to say what's wrong

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this Policy (Whole School Behaviour Policy).

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents in this, and may impose a sanction upon the bully where this individual is recognisable.

The Law

St Columba's Catholic Primary School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils" Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the new equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

Foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff at St Columba's. Incidents are in the first instance referred to the pupil's Class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures (phone call or in person at the end of a school day). Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, PSHE and during class time. The Whole School Behaviour Policy also reinforces the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for Dealing with Bullying include:

- Ensuring that there is a promotion of an open and honest anti-bullying ethos at St Columba's
- Investigate all allegations of bullying
- PSHE programme that discusses issues such as diversity and anti-bullying messages
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Acceptable Internet Use policy is signed by all and e-safety is discussed in ICT lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied relevant policies
- Home school agreement signed by all pupils and parents

Strategies for Dealing with the Bully include:

- Disciplinary sanction imposed which could include either internal exclusion or exclusion from school

- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

Strategies to Support a Victim include

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Short term modification of school timetable
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

Appendix 3

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.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the School's Behaviour and Discipline Policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher must ensure that all staff are informed of the Behaviour and Discipline Policy and support the staff by implementing the policy, by setting standards of behaviour and by supporting staff in their implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher, may permanently exclude a pupil.

Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the Governors may give advice to the Headteacher about specific disciplinary issues. The Headteacher must take this advice into account when making decisions about matters of behaviour. A nominated Governor will make a termly check on the school's records of behaviour and discipline and procedures followed and will report to the Governing Body.

Nominated Governor is.....

What Pupils Can Expect from all members of Staff

Be kind to one another

- plan and deliver good to outstanding lessons which engage and motivate you to achieve;
- 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 assemblies;
- encourage all pupils to contribute to the work in hand;
- communicate both successes and concerns with parents;
- have a well organised room;
- mark or give feedback on work as soon as possible;
- set homework appropriate for the age and abilities of each pupil;
- treat you fairly;
- 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;
- display your work; or provide working walls to support learning and progress
- set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- use rewards and, where necessary, sanctions consistently;
- model the behaviours you wish to see.

What Staff Can Expect from Pupils

Be kind to one another

- enter the classrooms quietly;
- wear full school uniform correctly; (Unless there is an emergency)
- 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;
- put up your hand to indicate you wish to speak;
- 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;
- 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

- 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 school's 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

- 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 eg PE 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 some 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

- 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 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 and other home-based learning activities.

Appendix 4

Screening, Searching and Confiscation

The school follows Government advice when confiscating items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – April 2012 (A copy of this document is available from the school on request or to download from the DfE Website).

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images
- Stolen items
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - to commit an offence,
 - to cause personal injury to, or damage to the property of, any person (including the pupil)

Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The following are items which are banned by the school include mobile phones (must be handed in to the office at the start of the day and collected at 3-30pm) or other electronic devices.

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones etc. Pupils are allowed to bring mobile phones into school but they must be handed in at the office at the start of the school day and collected at 3-30pm.

Staff in this school have the right to confiscate, search and ultimately delete any media which they "reasonably suspect" is being used to bully or otherwise cause an individual harm.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated items will be made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

Pupils found with tobacco and/or cigarette papers will have these confiscated and destroyed whether they are found to be smoking or not. They will also be issued with a sanction for bringing tobacco on to school premises. Pupils will also receive sanctions for smoking near the school and on their way to and from school.

Staff have the power to search pupils with their consent for any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited or banned items are being held within it and reasonable grounds for the search have been established.

Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching

and Confiscation – Advice for Head teachers, staff and Governing Bodies’. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have ‘prohibited’ items in school. In certain circumstances this may lead to permanent exclusion.

Appendix 5 Exclusion

Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of St Columba's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

Permanent Exclusion

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

In response to serious breaches of St Columba's School's Whole School Behaviour Policy; and
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.

Sixth day Provision Policy

For those pupils who have been excluded for 6 days or more

Legal framework

From September 2007, the Education and Inspections Act 2006 requires schools to provide full-time and suitable education from day six of a pupil's fixed-period exclusion.

Improving behaviour and attendance: Guidance on exclusions for schools and pupil referral units 2008:

A Headteacher considering whether to exclude a pupils for a period which will mean there is a duty to provide suitable full-time educational provision should plan to make suitable full-time provision available to the pupils from the sixth school day of any period of fixed period exclusion of six school days or longer and if he or she wishes, make provision available to the pupil at an earlier day than the sixth school day. Provision should normally be off-site, but a school may make provision on-site where arrangements for shared on-site provision have been made jointly with the governing body of at least one other school and is available to excluded pupils from that or those other schools. Provision can also be arranged by having reciprocal arrangements between schools.

Full-time provision is accepted as the following:

Key Stage 1: 21 hours

Key Stage 2: 23.5 hours

In the event that St Columba's Catholic Primary School excludes for longer than 5 days, suitable full-time education will be delivered to the pupil as follows:

Holy Family Catholic Primary School, Sacred Heart Primary School, St Columba's Catholic Primary School and St Pius X Catholic Primary School have an agreement whereby they will use the facilities at each other's school (s). It has been agreed by the Governing Bodies of the schools that they will provide a teaching assistant to work with the excluded child. This will be arranged for a set period of time. The following arrangements have been agreed:

Arrangements:

On the first day of the agreed provision the pupil and parents will meet the teaching assistant provided at the designated school at 8-45am. They will all report to the Headteacher. The pupil and teaching assistant will take part in the whole school day and finish at the same time as all the other pupils. Wherever possible the pupil will have breaks and lunch at the same time as the other pupils. These arrangements will be discussed with the parents on the first day of the provision. The level of integration with other pupils in the providing school is at the discretion of that school. It will be the parent's responsibility to transport their child to and from the school.

Pupil Expectations

The pupil will wear their own school uniform and conform to all school rules. Behaviour expectations will be discussed with the Headteacher on the first morning of the provision.

Information Sharing

The school providing the 6th day arrangements must be informed of the pupil's emergency contact details and any medical needs/allergies. Other relevant information will be shared as necessary, for example if the pupil has special education needs, risk assessment, behaviour support plans, personal educational plans, etc.

Safeguarding

The school providing the 6th day arrangements must be given any relevant safeguarding information. The pupil will be registered at the school they are attending. It will be that school's responsibility to follow up any attendance issues.

Curriculum and Staffing

Where possible the pupil will be educated alongside pupils in the appropriately aged class. The level of integration with other pupils in the providing school is at the discretion of that school.

Reintegration Procedures

The pupil and parents will be provided with a date for a reintegration meeting after the alternative provision is finished. The pupils and parents will be expected to attend the meeting to discuss the pupils reintegration.

This policy will be reviewed annually in conjunction with the four participating schools or if a change in Headship occurs at any of the schools.

Appendix 6

Pupil Conduct and Misbehaviour Outside the 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

St Columba's Catholic Primary 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 public transport) to and from school, educational visits, etc;
- 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 – Off-site 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 will be proportionate according to the seriousness of the behaviour and will follow the Whole School Behaviour Policy. 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 a course as part of a school programme, 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.

Appendix 7

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 - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

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 pupil's 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;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere;
- Force will **never** be used as a punishment;
- Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated;
- Pupils who refuse to leave a room when instructed to do so may be physically removed;
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation;
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom;
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.;
- In order to prevent a pupil from attacking a member of staff or another pupil;
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See Section 6.2 above.

Unreasonable Force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

Staff training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

Currently the only training required is 'Team Teach' and the staff who need it are trained.

Appendix 8

Allegations of Abuse Against Staff and Other Adults Working in the 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 Columba's Catholic 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, as set out in relevant DfE statutory guidance and the Cumbria LSCB procedures.

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 Head teacher 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 detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

Appendix 9

Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

Medicines

Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance and school policy). Information for parents/carers on this issue is available on request from the school.

Tobacco

In line with legislation, the school has a policy of No Smoking in the building and on the school site.

Alcohol

No alcohol is consumed during the course of the normal school day or on residential visits. Those hiring the school premises are not allowed to consume alcohol on site unless it has been authorised by the Governing Body and forms part of the Lettings Contract.

Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems. Children are asked to not bring these to school or baths.

Illegal substances

No illegal or illicit substances should be brought to school or used on school premises.

What to do in the event of finding a drug or suspected illegal substance

Take possession of the drug/substance and inform the Head teacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity.

In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.

The package should be signed by the person who discovered it and stored in a secure place.

The Head teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school

In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order to protect all persons:

Do **NOT** attempt to pick up the needle.

If possible, cordon off the area to make it safe.

Inform the Head teacher/Senior Leadership Team member.

The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery using advice from the School Nurse.

What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia
Request that the pupil hand over the article(s).

Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.

Teachers can search a pupil's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used in order to complete the search. Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

Procedures for dealing with a pupil suspected to be under the influence of a drug or substance
Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Head teacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the pupil if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider and also taken with the pupil (for analysis).

All drug related incidents will be recorded.

When to contact the police/disciplinary action

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

Where controlled drugs are found, these will be delivered to the police as soon as possible.

Alcohol will be disposed of. Under no circumstances will be returned to the pupil.

Tobacco or cigarette papers will also be disposed of in the same way as alcohol.

If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned will be subject to disciplinary action. This action may result in a fixed term exclusion and in the most serious of cases would result in permanent exclusion.

Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

Adults may attend school premises under the influence of alcohol or drugs.

A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.

An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.

School staff may be concerned that a parent or family member's drug misuse may put the child at risk.

An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and in each case, the Head teacher will take into account the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt the contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the police.

Where there are concerns over the safety of the child, school staff will attempt to persuade the adult not to leave the premises with the child until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the pupils outside school premises, the Head teacher or other member of staff will consult with the police.

Appendix 10

Behaviour of Parents/Carers and Other Visitors to the School

St Columba's Catholic Primary School encourages close links with parents/carers and the community. We believe that pupils benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, threatening behaviour, written, verbal and/or physical abuse towards a member of the school community.

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'.

Our school expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues. However, all members of the school community (including other parents/carers and visitors) have the right to visit and work without fear of violence and abuse, and the right in an extreme case, of appropriate self-defence.

We expect parents/carers and other visitors to behave in a reasonable way towards other members of the school community. The following outlines the steps that will be taken where parent/carer or visitor behaviour is unacceptable.

Types of behaviour that are considered serious and unacceptable

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone;
- Speaking in an aggressive/threatening tone;
- Physical intimidation e.g. standing very close to her/him;
- The use of aggressive hand gestures/exaggerated movements.;
- Physical threats;
- Shaking or holding a fist towards another person;
- Swearing;
- Pushing;
- Hitting, e.g. slapping, punching or kicking;
- Spitting;
- Racist or sexist comments;
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address;
- Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site;
- Breaking the school's security procedures.

Unacceptable behaviour may result in the Police being informed of the incident.

Procedures for Dealing with Unacceptable Behaviour

When a parent/carer or member of the public behaves in an unacceptable way during a telephone conversation, staff at the school have the right to terminate the call. The incident will be reported by staff to the Senior Management Team. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the aggressor, ban them from the school, and/or contact the police.

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where

all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

Prior to a ban being imposed, the following steps will be taken:

Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.

In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.

Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.

In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff.

Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

If a parent/carer/visitor is intimidating, threatening or aggressive towards a member of the school community any interaction will be terminated immediately and the person will be instructed to leave the premises. Further action may be taken by the school.

St Columba's Catholic Primary School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

Appendix 11 (copy of Think it Through Sheet)

St Columba's Catholic Primary School – Think it Through Sheet

Name

Class

Date

What happened?	What I did?
----------------	-------------

What did I do wrong?	What do I need to do now?
----------------------	---------------------------

What would I do next time?

This has been discussed with
(Adult) Signed

Appendix 12 (Instructions on how to log a recorded behaviour incident)

Open SIMs

Click on pupil icon (you may need to click 'Browse')

Enter surname

Click on pupil

Behaviour Box – click on New

Type – make your choice

Activity type – if the incident happened during a NC subject

Location – of incident

Date – of incident

Time – choose part of the school day

Comments – please make sure that someone who did not witness the incident would have the relevant information (eg other pupils involved, exact time, sanctions, what was the outcome, member of staff who dealt with the incident, parents, etc)

Recorded on – when you entered the details of the incident (as close to the incident as possible)

Status – further details could be recorded in the comments section

Recorded by – you, this will be particularly applicable during breaks and lunchtimes (default to the person logged on)

Pupil details

Other staff involved

Notes/Documents

Do not send

OK

You will now be back at the main 'Behaviour Management' page

Save

Appendix 13 – Guidance on Racist Incidents

What is racism?

Racism includes all practices and procedures that discriminate against people because of their race, colour, culture, nationality or ethnic origins (including religion and language) whether an individual, institutional or cultural level. Discrimination is defined as action or behaviour which disadvantages a group of people.

Racism can take many forms from direct harassment or indirect and institutional racism. Racism can occur between any ethnic group.

A racist incident is defined as **‘any incident which is perceived to be racist by the victim or any other person’** (Stephen Lawrence Inquiry Report 1999)

Racist Incidents can involve any of the following:

- Verbal abuse, threats and name-calling;
- Racist graffiti;
- Racist comments in the course of discussions;
- Physical intimidation;
- Violent attacks because of a persons colour, ethnicity, nationality or religion;
- Incitement of others to behave in a racist way;
- Refusal to co-operate/work with other pupils because of their colour, ethnicity, nationality or religion;
- Ridicule of cultural differences eg food, dress, language, names, appearance;
- Racist jokes (including those circulated on mobile phones and via the internet);
- Damage caused to a person’s property;
- Possession/distribution of racist material;
- Wearing racist badges/insignia.

When an incident perceived to be racist is investigated at a school the following should be considered:

- If there was no, or only slight, provocation;
- If there is no other explanation for the incident.

Whether or not the pupil(s) responsible intended their behaviour to be racist is irrelevant. When it comes to dealing with an incident, their intentions and attitudes are an important consideration but at the initial recording and investigating stage their motivation and awareness are not the main issues.

How schools should deal with racist incidents

The school must and will make it clear that all forms of racism are unacceptable. Everyone in the school, including teachers, non-teaching staff, other adults, Governors, parents/carers and pupils are able to play a role in tackling racist incidents. Everyone needs to know and to be reminded regularly about:

- What the school’s values and commitments are;
- What constitutes a racist incident;
- What the procedures for reporting and dealing with such incidents are.

Initial Response

- Treat the issue seriously
- Respond immediately
- Reinforce the school’s position and rules on racism and bullying
- Support the victim
- Focus on the perpetrator’s behaviour, rather than the person, making sure he/she knows that the behaviour will not be tolerated
- Make sure that any witnesses know that the behaviour will not be tolerated.

Investigation

- Teaching staff to take the lead
- Listen to all parties

- Address the underlying issues (eg an incident may not be racist in origin – it might be a dispute over resources in which racist abuse has been used; in which case the original issue should be sorted out as well as the use of unacceptable words that made it a racist incident).
- Make sure race issues are covered – don't just treat incidents as a case of bullying. Explain why it is a racist incident if you judge it to be such.
- If it's not judged to be a racist incident this needs to be explained to the parties involved.

Further response

- Complete the school's recording system
- Inform relevant members of staff
- Address the perpetrators racist misconceptions, language and behaviour
- Reinforce the school's position and rules on racism
- Bring both parties together and give them a chance to be involved in resolving the situation
- Contact the parents/cares of both the victim as well as the perpetrator and explain what action has and will be taken
- The Headteacher will complete a Racist Incident Record Form

Possible Whole School responses

- Review curriculum provision in the light of any incidents
- Continue to support pupils to report and discuss racist incidents and how they should respond
- Regular discussions with staff
- Work with other agencies and the wider school community to promote understanding and respect
- Inform the Governing Body each term of incidents and actions taken to deal with them (Headteacher's report to Governors)

Racist Incidents Involving staff and other adults

Racist incidents can involve everyone in school and may not even necessarily be directed towards somebody in the school. Alleged racist behaviour on the part of a member of school staff is a serious matter. It should be reported in the usual way and the school's disciplinary procedures will be followed.

Younger Children

Even pre-school children and young children may use derogatory racist terms and behave in ways that are racist eg refusing to sit next to other children or refusing to play with them because of their ethnicity. It would be a mistake to disregard or play down such behaviours because it is felt they are too young to mean it, or that they don't really understand what they are saying.

Nor is it correct to assume that young children don't notice difference. Furthermore it is often presumed that to do so is a negative thing. It is positive to notice and acknowledge one another's differences, as well as our similarities.

Dealing with racist incidents involving young children is an issue that needs careful consideration and thoughtful handling. Members of staff need to respond to them positively and work to prevent their reoccurrence, but perpetrators need to be faced with taking responsibility for the outcomes of their behaviour and need to be aware of the hurt that they have caused.

Involving Parents

All parents need to be given the chance to be involved in developing the school's policy and practice involving racist incidents. When talking to individual parents about these issues, it is important to see it as a dialogue and to give them a chance to explain what their concerns are. If a parent uses a racially abusive term in the course of a conversation, they would need to be told of the school's position. The incident would also need to be recorded and reported following the school's procedures.

Appendix 14

ENSURING GOOD BEHAVIOUR IN SCHOOLS -

A Summary for Head Teachers, Governing Bodies, Teachers, Parents and Pupils

Introduction

The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Government expects:

All pupils to show respect and courtesy towards teachers and other staff and towards each other;

Parents to encourage their children to show that respect and support the school's authority to discipline its pupils;

Head teachers to help create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;

Governing bodies and Head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and

That every teacher will be good at managing and improving children's behaviour.

This document summarises the legal powers and duties that govern behaviour and attendance in school and explains how they apply to teachers, governing bodies, pupils and parents.

The Behaviour Policy

Every school must have a behaviour policy. The **Governing body** is responsible for setting general **principles that inform the behaviour policy**. The **Governing body** must consult the **Head teacher, school staff, parents** and **pupils** when developing these principles.

Head teachers are responsible for developing the behaviour policy in the context of this framework. 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**. **Head teachers** must publicise the school behaviour policy, in writing, to **staff, parents** and **pupils** at least once a year.

Powers to discipline

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

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Punishment

Teachers, teaching assistants and **other paid staff** with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. **Head teachers** can also decide to **exclude a pupil for a fixed period** (to **suspend**) or to **permanently exclude** them.

Searching Pupils

School staff can search **pupils** with their consent for any item. A pupil's ability to give consent may, however, be influenced by the child's age or other factors.

Head teachers and **staff authorised by the head teacher** have the power to search **pupils** or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

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

Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Use of Reasonable Force

All **school 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.

Head teachers and **staff authorised by the Head teacher** can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The school's behaviour policy should set out the disciplinary action that will be taken against **pupils** who are found to have made malicious accusations against school staff.

Exclusion

The **Head teacher** decides whether to exclude a pupil, for a fixed term or permanently, 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 includes all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel. *(Please note – changes to this particular legislation will come into force in September 2012)*

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.

Parents

(References to parent or parents are to fathers as well as mothers, unless otherwise stated)

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives suitable full-time education either at a school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the **parent** may receive a school attendance order from the **local authority** requiring them to register their child at a school.

For school registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask

them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

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 £50 (rising to £100).

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 exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** applies for one.