

Nateby Primary School



Behaviour Policy 2023

Nateby Primary School is at the centre of the Nateby community. The Team at Nateby aims to provide a full and rich curriculum which excites and motivates all pupils. Each child is seen as an individual. We believe that it is the duty of the school to ensure that each individual's needs are met both educationally and personally; that each individual should be supported in achieving their full potential and develop in to confident, responsible members of our society; that all pupils aspire to and are able to succeed in the modern, multi-cultural country they live in.

Context

Nateby is a small village school with mixed age classes- children remain in the same class for a number of years. Teaching staff stay at the school for large parts of their careers. Consequently, children have a stable, predictable school life. The class teacher and other teaching staff know them very well. Staff enjoy their work and report that they feel valued and supported. This leads to happy classrooms where children feel part of a caring community; in turn they feel valued and supported.

Aims of behaviour policy

Nateby School Behaviour Policy aims to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

Teaching & Learning

All pupils know they are valued and welcome- they are greeted by name every morning as they arrive by at least one member of staff if not more. Teaching develops around an inclusive approach. Here all pupils' contributions are valued and all pupils feel that they can express themselves.

There is a consistent approach to clearly defining expected behaviour across the whole school. Staff communicate effectively and swiftly when any problems arise so that all staff know there is a problem and can contribute towards the solution in any subsequent events. All staff treat all pupils fairly and listen to all concerned when there is a problem before supporting pupils towards resolution.

Lessons

We believe that quality first teaching is of paramount importance to ensuring pupils learn well and to make disengagement less likely. When children feel secure and confident the likelihood of unexpected behaviour decreases. The classroom staff who closely associate with the pupils of that class should develop an understanding of pupil need both educationally and emotionally. All pupils should know that their needs are most likely to be met and that if they have a problem they can and should discuss it with a staff member. It is in this context that pupil behaviour is most likely to be managed positively. A 'light' touch system can prevail and minimises the need for further intervention.

Behaviour for Learning & Learning through behaviour

“There are ‘three relationships that underpin the promotion of behaviour for learning’ (Ellis & Tod,2009:54): relationship with self; relationship with others and relationship with the curriculum. Adams (2009) recognises that due to the complex nature of these interconnecting relationships it is hard to define ‘learning behaviours’. Powell and Tod (2004:6) describes the following behaviours: ‘engagement; collaboration; participation; communication; motivation; independent activity; responsiveness; self-regard; self-esteem; responsibility; disruptiveness; disaffection and problems’.”

Our Behaviour Policy aims to ensure that the conditions for positive behaviour are maximised at Nateby and that all children are supported to be the best they can be through our positive and nurturing learning environment.

Learning styles

Our school curriculum has been developed over a number of years to meet the preferred learning styles of all pupils. It has been designed to inspire and challenge all pupils so that when they come to school they know they are going to enjoy learning- if not in all lessons at the very least in most.

An engaging curriculum delivered in an accessible yet challenging manner further reduces the likelihood of unexpected behaviour. In accordance with the best research our classrooms are places where children can learn without fear of ridicule. Our ethos is that all children should feel secure enough to have a go without fear of failure. Building resilience and an ability to face our challenges helps children to feel confident and reduces the likelihood of in-lesson misbehaviour.

Opportunities for physical play are timetabled every day so that all pupils are able to find a balance between sitting to learn and learning & playing. Our playtimes are active; each class has additional, timetabled games with PE coaches. Everyone has access to resources that stimulate physical activity. We have invested funds in developing our grounds to maximise use of the outdoor space including draining the field so that it is fit for use for most of the year; a bike track for use by all pupils and the building of an EYFS outdoor area.

In addition, all pupils are encouraged to drink water throughout the day and free fresh fruit or vegetables are available to all pupils at every playtime.

Routines

Our day is divided in to manageable sessions designed to promote the ability to concentrate. The timetable is displayed daily so that pupils know what is happening across the day. Events are also communicated in weekly newsletters to parents and carers.

Regulating emotions

We realise that at some time or another we all find it difficult to regulate our emotions. This may be due to a change in routine or an unforeseen event at school or at home.

We use behaviour coaching to enable pupils to better manage their own behaviour and to decide on remedies to any problems that may arise. We actively promote the idea that we are all learning about our own behaviours and that this is a journey for all human beings- adult or child. That life is challenging but we can find the strength to deal with it. This is achieved through our general conversations with children, through our own behaviour as role models and through lessons such as PSHE, RE, History and assembly.

Our curriculum offer and teaching methods enable pupils to develop:

Independence
Perseverance
Resilience

When a child has secure and strong sense of their own ability in these areas they are much less likely to disengage or to present aggressive behaviours and when they do they are much more likely to be able to discuss and learn from what has happened.

As a staff we work hard to ensure we are all taking positive control of our own emotions so that we are fit and able to deal with those of our pupils. All staff are offered termly counselling. Staff meet weekly to discuss the curriculum. The staffroom is used informally as a safe space to discuss any worries.

Rewards

School has a reward system in the form of Team points which are given for good work, good attitude, trying hard, kindness, good manners and so on. Weekly certificates are given to pupils who have impressed their teachers and these are also posted in the local newspaper. Termly certificates are given for reading, punctuality and attendance. However, often a word of praise is more effective, especially when done publically. Sometimes pupils like to show their work in assembly or to another class where they may also receive a sticker. Special reward systems are used where this is deemed beneficial. These are often targeted but short-term.

Sanctions

If a staff member deems it necessary for a child to learn through the exertion of a sanction the following strategies are used in the initial stages:

- Loss of playtime
- Loss of other desirable event
- Standing on the yellow line at playtime
- Letter of apology

Relationships

We treat all pupils as individuals and know our children very well. We develop close relationships with our children, their carers and their families so that we very often realise when something is wrong before an unexpected behaviour presents itself. We will intervene as soon as we suspect there is a problem. We will consult with parents or carers where we deem this necessary to take proactive steps. We will expect the support of our community in doing this and hope that by forging good relationships with parents and carers that there is an open dialogue between us at all times and not just when there is a crisis.

Child on Child Abuse

All staff are aware that children can abuse other children (often referred to as child on child abuse). It can happen both inside and outside of school and online. Staff are trained to recognise the indicators and signs of peer on peer abuse. This is frequently reviewed to ensure they know how to identify it and respond to reports.

All staff are committed to reporting any signs of abuse including peer on peer abuse to the DSL or DDSL who will gather information on a case by case basis. They will decide whether to deal with the concern in school or whether to involve outside agencies such as the police or Children and Social Care.

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)

abuse in intimate personal relationships between peers;

- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

- non-consensual sharing of nudes and semi nudes images and/or videos
 - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
 - initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Special Needs

Children with SEND may need extra provision in order for them to achieve the norms other pupils take for granted. We are proactive here too and ensure we have the training or seek appropriate advice to enable all of our pupils to feel secure and valued.

Where needed some children may access counselling sessions or the advice of an educational psychologist with parental permission.

Some pupils may need the support of a Behaviour Plan which is a bespoke document written in consultation with all concerned in order to specifically identify expectations, support and required actions.

Community

We instil a sense of belonging in our pupils who take pride in representing the school at all sorts of events. Good behaviour is a pre-requisite for being able to attend external events. When our pupils are wearing the school uniform they are representing Nateby School and high standards of behaviour are expected from them here too.

Preventing bullying

When pupils have a strong sense of community, of fairness and have developed high sense of self-esteem they are much less likely to fall prey to bullying or to bully someone else. At Nateby School there is a strong ethos of 'looking out for each other'. We have frequent discussions about fairness and about being part of a community- local and world-wide. We have a very active School Council which gives these issues a high profile. Our assemblies and PSHE lessons regularly tackle the theme of bullying including online bullying and other forms of abuse. Children feel valued and know that they will be treated fairly so they are most likely to come forward or talk to someone if they feel they are being bullied. Our pupils also know it's very important that they are good listeners and will discuss worries with an adult on behalf of a friend if they need to.

Nateby Primary School has a zero tolerance to bullying.

Preventing exclusions

When any of our pupils begin to experience difficulties or if a pupil transfers to Nateby School with challenging behaviour we are quick to work with external professionals to instigate workable solutions which help the pupil manage their behaviour and feelings. As well as adhering to the above strategies we work as a whole school to improve the pupil's behaviour from a holistic stance. We believe that reducing the under-lying problems is the way forward to reducing unexpected behaviour. We work with parents or carers and external agencies to develop pupil-specific strategies to reduce the number of incidences and to build self-esteem etc. The

headteacher and governors ensure that staff are able to access training and quality resources or advice where needed. Liaison with other local schools who may have staff who are experienced or trained in specific approaches can also be contacted through the schools' DSG2 arrangements.

Annex

This part of the policy has been written with regard to the document: 'Behaviour and discipline in schools Advice for headteachers and school staff' February 2014 published by DFE Reference: DFE-00023-2014

The purpose of this part of the policy is to provide an overview of the powers and duties for school staff; the rights and roles of all members of our school's learning community and as a guide for members of that community in what they can expect from school. It has developed to be the next steps if all else fails as above. This information is provided for reference of all members of our school community. The School has a legal safeguarding duty under the Equality Act 2010 of all pupils.

Key points

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their 4 functions are carried out with a view to safeguarding and promoting the welfare of children.

Aim

At Nateby Primary we expect a high standard of behaviour. This is made clear to parents/ carers in the school prospectus. We would always invite a parent into school to discuss their child's behaviour if it is a cause for concern. Our open door policy actively invites parents/ carers to come into school at any time to discuss their child's well being. This policy is designed to promote good behaviour, rather than merely deter anti –social behaviour.

The Nateby School Behaviour Policy

Within the limits of the governing body's statement of behaviour principles teachers are allowed to:

- screen and search pupils;
- use reasonable force and other physical contact;
- discipline beyond the school gate;
- to assess the needs of pupils who display continuous disruptive behaviour when to work with other local agencies; and
- pastoral care for staff accused of misconduct.

Pupils

Pupils are expected to act with courtesy and consideration to others at all times.

Pupils should always try to understand other people's points of view. Our school rules are enforced in all lessons and these are made clear to all pupils. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Pupils must ensure that they are ready to learn in all lessons and this will enable the teacher to teach. Pupils should always move around school in a safe and calm manner. All pupils are expected to contribute to the care of the school environment, both inside and out. All pupils will be treated fairly and with respect and are expected to treat adults and other pupils in the same way. Pupils may be asked to contribute to discussions regarding their behaviour and any strategies to deal with it.

Staff

The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

It is the responsibility of the class teacher to ensure that school rules are followed at all times. The teacher has a responsibility to provide a curriculum that is appropriate and differentiated to meet all pupil's needs. Lessons should be stimulating, engaging and of adequate challenge. Teachers must have high expectations of all pupils in terms of both achievement and behaviour. The conduct of the staff contributes to the positive ethos of the school and the behaviour of the pupils. The teacher will provide opportunities for pupils to discuss their concerns or needs and develop their ability to manage their own behaviour in circle time, general lessons or assembly time. The staff all expect pupils to behave whether in the classroom setting, playground or outside of school. All members of staff will approach incidents of behaviour in a calm and consistent manner. The class teacher will liaise with external agencies to support and guide the progress of each child as is appropriate. They will inform parents/ carers of actions that are taken.

Discipline in schools – teachers' powers

Key Points

- 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 power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Punishing poor behaviour

What the law allows:

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.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents/ carers who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive

behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Headteacher

It is the responsibility of the Headteacher to implement the school behaviour 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 supports the staff by implementing the policy by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents. For repeated or very serious acts of anti social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Parents/ carers

The school works collaboratively with parents/ carers, so children receive consistent messages about how to behave at home and school. We explain our policy in the school prospectus, it is also available on the school website. We expect parents/ carers to read this and support us. We aim to keep parents/ carers informed of all issues regarding school, and try to build a supportive dialogue between home and school. We inform parents/ carers immediately if we have concerns about their child's welfare or behaviour. We will invite parents/ carers to meetings concerning their child and the development of strategies concerning behaviour, their opinion will also be sort when deciding on an appropriate action plan. In return parents/ carers will be expected to support the school in the implementation of any strategies and will be asked to give feedback to enhance monitoring and evaluation. Parents/ carers should first contact the class teacher with any concerns regarding their child. If matters still persist they should contact the Headteacher and if this does not resolve matters, then the Chair of Governors should be informed. The school expects parents/ carers to speak appropriately to all members of staff, aggressive or threatening behaviour will not be tolerated.

Governors

The governing body has the responsibility of ensuring this policy is implemented and followed correctly. They are responsible for the review of this policy and its effectiveness. The governors support the Headteacher in following these guidelines. Governors may be called upon to give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs parents/ carers immediately giving reasons for the exclusion. Parents/ carers can appeal against the decision to the Governing body. The Headteacher must inform LEA and governors about any permanent exclusion or fixed term exclusion.

The governors discipline committee must consider any exclusion appeals on behalf of the governors. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Governors delegate the responsibility for the education of any excluded pupils to the headteacher.

Behaviour checklist for teachers Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.

- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents/ carers

- Give feedback to parents/ carers about their child's behaviour - let them know about the good days as well as the bad ones.

Praise and Reward

Praise and reward are a vital element of behaviour at Nateby School. Staff look for the many opportunities to praise and reward all pupils. This can be done in a number of ways both formally and informally. Pupils will be rewarded with comments on their work, stickers, team points, Star of the Week, Headteacher awards and verbal praise as well as particular behaviour strategies implemented by school on a termly or half termly basis such as 'Catch Me....'.

If a child does not behave the following steps will be implemented:

1. Child will be asked to move themselves from the situation within the classroom or playground and asked to sit quietly.
2. If their behaviour persists they will miss a playtime to catch up on work or think about their actions.
3. If behaviour does not cease after the first steps or the child repeats behaviour which has previously been dealt with, then the child will be sent to the Headteacher with work to complete if appropriate.
4. Incidents involving the Headteacher will be formally recorded.

NB: Teachers powers to discipline include the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Other sanctions may include:

- 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 or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends. Any member of staff can impose a detention.
- 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.
- Extra physical activity such as running around a playing field; and
- In more extreme cases schools may use temporary or permanent exclusion.

Some pupils with special circumstances may have a behaviour plan where other strategies have been devised. These will be shared with the pupil and their family/ parents/ carers.

Off-site Incidents

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil 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.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

What the law allows:

Teachers have a power to issue detention to pupils (aged under 18).

Schools must make clear to pupils and parents/ carers that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

- a. any school day where the pupil does not have permission to be absent;
 - b. weekends - except the weekend preceding or following the half term break;
- and
- c. non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

The headteacher can decide which members of staff can put pupils in detention.

For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions:

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described above, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

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Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

- Whether the parents/ carers ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Pupil Well-being

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

Confiscation of inappropriate items

Staff may confiscate items from pupils where they have or may cause a nuisance or danger to other pupils and staff. Staff will endeavour to give the confiscated item(s) back to parents/ carers or carers as soon as possible. If the item is considered to be a prohibited item (see below) they will not return them to the pupil, they will follow the guidance of the law where appropriate.

What the law allows:

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

1. The general power for staff to discipline: 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.
2. **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 which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search:

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation –advice for head teachers, staff and governing bodies'.

Power to use reasonable force

Members of 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 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.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

Also see Nateby Primary School's Care and Control policy.

Use of Isolation

Nateby School has not adopted a policy where pupils can be held in isolation. Pupils may be separated from other pupils if they are being disruptive or as a punishment at playtimes. Pupils will sometimes miss a playtime as a sanction and may be asked to stand on the yellow line in the playground/ stay in a classroom with a staff member or to sit/ stand outside the staffroom at playtimes. They will not be sent in to school during playtimes without a member of staff being present.

What the law allows:

Schools can adopt a policy which allows disruptive pupils to be placed in isolation away from other pupils for a limited period. If a school uses isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with other disciplinary penalties, schools must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. It is for individual schools to decide how long a pupil should be kept in isolation and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible.

Schools must allow pupils time to eat or use the toilet.

Staff Development and Support

The Headteacher will ensure that staff have the opportunity to receive relevant training led by professionals in this field. The School will endeavour to implement strategies and to monitor their success. This may include pupil support on an individual basis or a whole school programme. All staff will be expected to adhere to any strategy decided upon and to contribute to the analysis of its success.

Liaison with Outside Agencies

School will, on occasions, seek the advice and support of outside agencies in order to improve strategies implemented in school or further advice and expertise. School expects parents/ carers to cooperate with these other agencies for the benefit of their child. School will consider the views and needs of all stakeholders when implementing any support system.

This school will take disciplinary action against pupils who are found to have made malicious accusations against school staff.

Associated resources

1. Home school agreements (may be used as a tool)
2. Use of Reasonable Force – advice for headteachers, staff and governing bodies
3. Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies
4. Exclusions Guidance
5. Safeguarding
6. SEN Code of Practice
7. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour

in pupils.

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The Education (Independent School Standards) (England) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Summer 2023

Signed: *C L Vardey* (Headteacher)

Signed: *M Barlow* Chair of Governors

Reviewed July 2023

To be reviewed Summer 2024 or before