



# Behaviour & Anti-bullying Policy

THIS IS A STATUTORY POLICY which must be published on the school website and shared annually with parents. A paper copy will also be kept in the school office.

This policy was written in September 2016 in consultation with staff, pupils, parents and governors.

It was ratified by the FGB on .....

**REVIEW:** This policy will be reviewed annually **Reviewed September 2017**

**APPROVAL:** The Headteacher and staff plus governors from the Teaching & Learning Committee.

**AGREED -**

Chair of T&LC .....Mr I. Skeels.....September 2017

Chair of governors .....Mrs J ChapmanSeptember 2017

Headteacher .....Mrs H Crolla.....September 2017

*This policy pays due regard to the Equality Act 2010 – including aspects of safeguarding and SEND. It relates directly to our safeguarding policy, e-safety policy and our behaviour statement which applies to all members of our school community*

At Benson CofE Primary School we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and so to that of the school. This policy uses the '10 key aspects of school practice' as identified in the Dfe guidance **'Behaviour and discipline in schools' February 2014**

### **A School Behaviour Policy in maintained schools. What the law says:**

1. The headteacher must set out measures in the behaviour policy which aim to:
  - Promote good behaviour, self-discipline and respect;
  - Prevent bullying;
  - Ensure that pupils complete assigned work; and which
  - Regulate the conduct of pupils.must take account of the governing body's statement of behaviour principles and promote the vision of the school, underpinned by Christian values. The headteacher must have regard to any guidance or notification provided b
2. When deciding what these measures should be, the headteacher y the governing body which may include the following:
  - Screening and searching pupils
  - The power to use reasonable force and other physical contact
  - The power to discipline beyond the school gate
  - When to work with other agencies to assess the needs of pupils who display continuous disruptive behaviour
  - Pastoral care for staff accused of misconduct
3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

## **1. A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT**

- 1.1. For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance of 'negotiating' i.e. offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions.
- 1.2. The phrase 'certainty not severity' should also be considered when dealing with behaviour.
- 1.3. Our Rules were developed with the children, school council and staff September 2013:

### *Our Code of Conduct*

<i>The rule</i>	<i>What this means based on children's ideas</i>
To walk quietly and sensibly	Walk without running or pushing
To act kindly to others.	Use hands, feet or other parts of the body, to treat children with kindness. E.g. no kicking, hitting, biting
To behave and focus on learning	Behave in a calm way that allows learning to take place
To treat others with kindness and respect	Say and do kind things, without hurting anyone's feelings
To play with balls showing an awareness of others	Play basketball, throwing and catching games on the playground. Football on field.
To wear the school uniform with pride	To wear the <b>correct</b> uniform, smartly.
To stand still on the first bell and walk into class quietly on the second.	To listen outside and follow instructions at the end of playtimes.
To use the Internet for work related activities	To use the internet safely, using sites given by the teacher
To respect the property of others and the School Environment	To treat the school property carefully, without damaging things.

*Behaviour makes a difference to everyone's learning*

## **2. STRONG SCHOOL LEADERSHIP**

The leadership team is committed to expecting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy. The headteacher will have a high profile amongst the children and develop positive

relationships which will enable a more personal approach to dealing with unacceptable behaviour. The headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

### **3. CLASSROOM MANAGEMENT**

**3.1.** Classroom management is key to promoting good behaviour. At Benson CE School, we expect all classrooms to have:

- A positive classroom tone
- Clear Nursery routines and expectations about behaviour towards each other.
- Clear classroom rules displayed which have been agreed by the teacher and the class.
- A Learning Values Rocket/other age appropriate on display.
- Clear expectations about work and work that is set at an appropriate level for the child
- A visual timetable so children know what is planned for the day.
- An attractive, tidy, well-cared for environment.
- A well-planned environment so that children can move easily, can find resources, property respected etc.
- A time out area for children to 'cool down'. In classroom and by arrangement with colleague.
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained
- Strategic seating arrangements for children when working on the carpet or at a table.
- Values for the term displayed
- Growth mindset display within the classroom
- To use Silver Birch or Reflective Areas to have "time out"

### **4. REWARDS AND SANCTIONS**

**4.1. Rewards** are used to support class and team working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at Benson, children should expect to receive regular praise from all they come in to contact with. Class teachers are encouraged to agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up
- Use of Class Dojo
- Written remarks about good work within feedback(see Feedback Policy)
- Stickers
- Sending children to another teacher or headteacher to share their work/good behaviour
- Displaying pupils' work and achievements

- Certificates to celebrate children’s success (for behaviour and academic achievement)
- Headteacher note or postcard sent to home address for achievements
- ‘Star of the Week Certificate’
- House Tokens at Lunchtimes
- Reading Stars/ 30 book awards
- Hot Chocolate Friday

#### 4.2. Sanctions.

When a pupil’s behaviour falls below an acceptable standard, a range of sanctions will be enforced. With all behaviours affecting other children the values of forgiveness and kindness towards others are discussed.

Through working closely and openly with pupils and their families, it is our aim at Benson, to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers and monitored regularly by the Head Teacher and Deputy Head or SENCO.

The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child, or children, has been hurt or upset as the result of another child’s behaviour

Whatever the sanction issued the behaviour will be discussed with the child so that they understand why the behaviour is unacceptable. Staff are discouraged from punishing the whole group unless this is unavoidable or appropriate. It is essential that the sanction be proportional to the behaviour. The table below sets out the range of sanctions we have to deal with unacceptable behaviours:

<b>Low Level Behaviour</b> Parents may be notified if persistent	<b>Serious behaviour</b> Parents will always be notified <i>Eg. Swearing, deliberately hurting another child, wilfully breaking/damaging property, fighting</i>
Verbal warning	A Behaviour Incident form will be completed
Moving down the clouds/apples (KS1)	Refer to senior member of staff HT DHT
Time out (may be self-elected) Standing on the line at playtime(minutes)	Time out in designated supervised place
Partial loss of playtime or lunchtime or walking with an adult during these times	Internal exclusion – this is usually with the Headteacher
Discussion with family	Exclusion: Fixed Term or Permanent
	Removal of privileges e.g. Not representing school on external visits

#### 4.3. Continual Behaviour Issues

The SENCo and Headteacher will assist with any persistent challenging behaviour in any context. An assessment of the child’s needs and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

Action	Purpose	Possible Strategies
Placing the child on the SEN register	Support	Identified within Pupil Profile
Creating an individual behaviour programme (IBP)	Focus on strategies which may provide a change in the child's behaviour.	Time out (either in class or out) this must be a safe space agreed with the child when developing the IBP. The IBP can include earning points towards a negotiated reward. Nurture group support.
Referral to behaviour support	This could also include other outside agencies or offering families support from our Family Support Worker.	Provide additional strategies and support to school and family beyond our expertise.
Implementing a more focussed monitoring process	Records must be kept to gather a picture of the behaviour, including when things are going right.	Lunch/playtime book, log of aggressive incidents.

#### 4.4. Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, there will be a referral of the issue to the Chair of Governors who acts on behalf of the governing body to agree whether or not it is appropriate to move him/her on to the terms of the Exclusions Procedure (Appendix 1). As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our school Exclusions Procedure.

#### 5. **BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR (INCLUDING ANTI-BULLYING)**

**5.1.** Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which take into account the child's point of view. Through our PSHE curriculum and assemblies children have the opportunity to discuss issues and voice concerns. Through whole school and class worship, Bible stories or stories from other faith traditions, images and songs are shared which children are encouraged to reflect upon.

**5.2.** The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. Bullying is wrong and it will not be tolerated at Benson Cof E Primary School.

**5.3.** To support this principle, all children are told regularly, through class PSHE lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly,

that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school. See also: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2013.

**5.4** Parents will always be notified and involved where there is a complaint of bullying. (see Appendix 2).

#### **5.5. Playtimes**

- Behaviour during morning and afternoon break times is monitored by the staff on duty
- Staff monitor all areas
- At the mid-morning break the staff handle minor issues and refer to teaching staff if/when appropriate.
- Play Leaders provide activities for younger children
- Buddies are trained pupils there to positively support other children play kindly

#### **5.6. Lunchtime**

- Lunch times are the immediate responsibility of the midday supervisors, supported by the wider staff team.
- The playground is zoned: ball games, climbing equipment, Forest area for quieter games
- We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management.
- Pupils have access to school based approaches such as stickers, the Friendship Benches.
- At lunchtimes the Lunchtime Supervisors report major problems via post its to the teachers who, in turn may choose to report to the SLT

### **6. STAFF DEVELOPMENT AND SUPPORT**

#### **6.1. Development**

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting school values, good behaviour whilst being able to contribute ideas to improving practice.
- The Headteacher will ensure that staff are kept up to date with Dfe publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our SENCo.

#### **6.2. Support**

- It is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

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

## **7. PUPIL SUPPORT SYSTEMS**

**7.1.** At Benson we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

**7.2.** In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a nurture group. We may also take the decision to refer to an outside agency for additional emotional support.

## **8. LIAISON WITH PARENTS AND OTHER AGENCIES**

**8.1.** Working with parents is an important part of supporting children with their behaviour. At Benson we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

**8.2.** Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the schools' home school agreement (Appendix 5) whereby parents and children are encouraged to sign to show a commitment to the ethos and work of the school.

**8.3.** We have a number of agencies which are available to support children and families with behaviour either at home, at school or both. Many of these are targeted specifically at the needs of our families.

**8.4.** Any parent can work with our partnership Family Support Worker or chose to approach the school for support.

## **9. MANAGING PUPIL TRANSITION**

(Further details of our procedures is available within our admissions policy).

### **9.1. Entering Reception**

We work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents.

### **9.2. In Year Transfer**

If pupils join Benson mid-year the headteacher will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.

### **9.3. Moving to Secondary School**

As part of our transition work we ensure that relevant information is passed onto the Year 7 team and where necessary the SENCO. The Year 6/7 teachers work closely throughout the summer term (earlier if needed for some individuals) to ensure that established strategies, rewards and sanctions are continued as far as possible as children move into the secondary school. Children can be recommended for additional transition visits, if appropriate.

## **10. ORGANISATION AND FACILITIES**

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state.

Spaces include:

- The Library
- Reflective Areas: Garden and Prayer Space
- The playground
- A time out space within class and out of class
- The Garden Area
- The Headteacher's Office

## **11. PHYSICAL INTERVENTION**

Any Physical Intervention strategies comply with guidance detailed in (Appendix 3). A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place.

## **12. SCREENING AND SEARCHING**

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies, 2012. ([www.education.gov.uk](http://www.education.gov.uk))

## **13. CYBER BULLYING**

E-Safety is an important element of our core and extended curriculum. However, occasionally issues surrounding cyber-bullying do come to our attention and as the majority of these take place out of school, the school takes a supportive rather than a punitive approach to managing such concerns.

At Benson, when incidents of cyber and text bullying are brought to the school's attention, the following steps are put in place:

1. Evidence is presented to the Headteacher /Assistant Headteachers (AHT).
2. The parents of all children involved are informed.
3. Headteacher / AHT speaks to the victim(s) and perpetrator(s) individually or grouped as is appropriate. Key messages reinforced and forgiveness discussed.
4. Class teacher further reinforces key messages with class/year group that week.
5. Agreement with victim(s) that this has been an unintentional\* one-off situation effectively dealt with or
6. Victim(s) and perpetrator(s) moved to support group anti-bullying strategy

When such incidents occur, the subsequent newsletter re-issues parental advice regarding supervision of internet use.

From DCSF 'Cyber Bullying – a Whole school Community Issue':

\*unintentional: as a result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences - for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

See also: **Dfe: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2013**

# **APPENDIX**

- 1. Positive Behaviour Management**
- 2. Exclusion Procedure**
- 3. Procedure to Investigate Bullying**
- 4. Use of Reasonable Force**
- 5. Behaviour Incident Form**
- 6. Home School Agreement**

The school has various strategies to manage behaviour positively:

**Verbal Acknowledgement:**

immediate recognition, praising a child or group of children for their behaviour or their attitude to learning.



**House Points:**

*House points are awarded to children for their school house. These are linked to the termly value and can be awarded by the class teacher or another adult within school. House points are collected weekly and shared with the children in the celebration assembly. They encourage working as a team. At the end of each term, the winning house is rewarded with a Home Clothes Day.*

**Where staff wish to reward a child around the school e.g. for good manners, it is easier on these occasions to use house points.**



**Dojo Points:**

*These are for individual recognition and are intended to recognise qualities associated with good learning attitudes/growth mindset. e.g. hard work, resilience, perseverance, concentration. The points are stored electronically, with teachers allocating chosen criteria linked to learning. When children are awarded the following numbers of points, further recognition from the Headteacher is given.*



***The agreed set of learning behaviour codes are:***

***Stick at it,***

***Be curious,***

***Learn from each other,***

***Evaluate my work,***

***Enjoy reading for meaning and learn something new.***

**Elm 10 points and 20 = Something from Teacher's Tin**

**Key Stage One 15 and 25 points= Something from Teacher's Tin**

**Key Stage Two 20 and 40 points= Something from Teacher's Tin**

**Elm 25 points= visit to Headteacher's office for sticker**

**Key Stage One 30 Points = visit to Headteacher's office for sticker**

**Key Stage Two 50 Points= visit to Headteacher's office for sticker**

**These do not feed into House Points**



## **Postcards**

These are awarded to a child for particular pieces of work, increased effort, representing the school, outstanding behaviour or attitude. These are completed by the member of staff sending the card and posted to be a surprise for the child.

## **Appendix 2**

### **Exclusion Procedure**

***At all times we work to the framework of national government guidance which can be found online: DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.***

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher, (or, in the absence of the head teacher or teacher in charge, the acting head teacher or teacher in charge) can exclude a pupil, and whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

A decision to exclude a child permanently is a serious one. 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 child and will be used as a last resort.

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school alternative provision in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school.

However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

#### **Lunch time Exclusions**

Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such. The legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply.

### **The role of Governors and the Local Authority**

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test.

Procedures set out in Parts 4.3 – 6.3 of the guidance document: DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion ([www.education.gov.uk](http://www.education.gov.uk)) are followed at all times.

The role of the local authority is also clearly laid out in this document.

### Appendix 3

## Anti-Bullying Procedures

All Governors and staff know that it is their duty to prevent any form of bullying or discrimination on grounds of age, race, gender, sexual orientation, disability or religion. At Benson all staff get to know the children well and expect to support their friendship problems as and when they arise. All pupils are encouraged to talk to their teachers when they have a concern and through worship and PSHCE lessons, they learn that if a pattern of unkind behaviour begins to emerge they **must** speak out. They also learn that if they know bullying is happening and don't act to prevent it, then they know who to tell, either at home or school.

Outside agencies are also invited to talk to the children about strategies to address bullying in addition to the use of online resources.

The key steps outlined below are used as the basis for trained staff to resolve a bullying situation, where the day to day intervention of the class teacher has been unsuccessful.

Depending upon the circumstances, the victim is encouraged to be part of the group when it meets with the adult "Anti Bullying Co-ordinator" until such a time that all members of the group (and their parents) consider the problem has been successfully resolved.

<b>When bullying has been observed or reported:</b>		
<b>Step 1</b>	<b>Meet with the victim</b>	When the adult finds out that bullying has happened the investigating adult starts by talking to the victim about his/her feelings.
<b>Step 2</b>	<b>Convene a meeting as soon as possible with the people involved</b>	The adult arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders and even friends of the victim that joined in but did not initiate the bullying.
<b>Step 3</b>	<b>Record Events and children involved</b>	Adult completes Behaviour incident form
<b>Step 4</b>	<b>Decide sanctions</b>	Implement sanctions appropriate to the behaviour.
<b>Step 5</b>	<b>Talk with parents of victim and child accused of bullying</b>	Class teacher or Senior member of staff speak to parents of victim. Senior staff speak to parent of child accused.
<b>Step 6</b>	<b>Monitor situation</b>	Over subsequent days/weeks monitor behaviour of children involved and regularly check with victim and victim's parents.
<b>Parents and teachers of pupils involved, to be kept informed of progress. Longer term follow up and monitoring is essential.</b>		

## Appendix 4

### Use of Reasonable Force

#### **The governing body has notified the headteacher that it expects the school behaviour policy to include the power to use reasonable force**

At Benson CofE Primary School, we work to the framework of national government guidance *Use of Reasonable Force; Advice for head teachers, staff and governing bodies Dfe 2012*. This guidance is the framework for current LA policy development and links to their communication to all schools

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. If the force used is reasonable all staff will have a robust defence against any accusations. This guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils.

Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result.

In schools force is generally used for two different purposes – to **control** pupils and to **restrain** them.

**Control** can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).

When members of staff use **restraint** they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson;
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

The power may be used where pupils (including those from another school) are on school premises or elsewhere under the lawful control or charge of the staff member (for example on a school visit).

The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others. However, because the use of force should only be a last resort, at Benson, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff.

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and – crucially in the case of pupils with SEN or disabilities – information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour. A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident. This is to ensure that parents are kept informed of serious events at school concerning their child. (If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives).

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

The use of force WILL NEVER be used as a punishment, because it would fall within the definition of corporal punishment, which is illegal.

The Local Authority recommends commissioning a specialist staff training for school, with BILD Accredited Physical Intervention Training & Behaviour Management & Support Training

Appendix 5

**BEHAVIOUR INCIDENT REPORT FORM**

Child's Name(s) \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Adult(s) completing form: \_\_\_\_\_

Details of incident:	
Was there a reason for the incident?	
Names of other children involved (please specify if witness/provoker etc)	
Names of other adults involved	
Details after incident:	
Other information:	
Parent contacted & outcome:	
Any further action required:	

Signed:

## Home School Agreement

<b>Name of Child/Children:</b>		
<p><b>The school will:</b></p> <ul style="list-style-type: none"> <li>• Encourage children to do their best at all times</li> <li>• Through the school rules, encourage children to respect themselves, other people and their environment</li> <li>• Keep parents/carers regularly informed of their child's progress and will inform them through reports, meetings and written communication of the work of the school</li> <li>• Inform parents/carers of any concerns regarding their child</li> <li>• Provide differentiated homework and advice to help parents/carers to support their child's learning at home</li> <li>• Staff will respond in a professional manner at all times</li> </ul>	<p><b>Parents/carers will:</b></p> <ul style="list-style-type: none"> <li>• Ensure that children attend regularly and arrive on time for school</li> <li>• Contact the school before 9.15am on the first day of absence whenever possible</li> <li>• Attend parent/carer interviews and other meetings with the teacher, to discuss your child's progress and read the written reports provided by the school</li> <li>• Keep the school informed on issues relevant to their child's education</li> <li>• Support the school rules</li> <li>• Encourage and support with homework</li> <li>• Bring issues/concerns to the school's attention in a calm and reasonable manner</li> <li>• To follow the appropriate complaints procedure, without using the School's details on social media sites</li> </ul>	<p><b>Together we will:</b></p> <ul style="list-style-type: none"> <li>• Encourage the children to keep the school rules</li> <li>• Support children in their learning to ensure that they achieve the best from their education</li> <li>• Prepare the children for their future</li> <li>• Demonstrate Values, (underpinned by Christian teaching and those which are referred to as British values.)</li> <li>• Demonstrate forgiveness when responding to the behaviour of others</li> </ul>

**Headteacher:** .....*Helen Crolla*.....

**Parent/Carer:** .....

**Date:** .....

***THIS IS STATUTORY DOCUMENT WHICH MUST BE REVIEWED ANNUALLY***



**Name of Pupil :** .....

*Please discuss what these mean with your child*

**I know that all the staff at Benson Church of England Primary School are there to keep me safe and help me learn.**

**I promise to take responsibility for my learning and behaviour by doing the following:**

- 1. Wear my uniform with pride.**
- 2. Behave well within the classroom, following instructions and helping others learn.**
- 3. Behave and play outside without hurting or upsetting other children.**
- 4. Speaking politely to other children and adults.**
- 5. Work hard to complete my homework tasks.**
- 6. Demonstrate the values, underpinned by Christian teaching, and British Values that I am taught within school.**

**Pupil Signature**.....