



DARTINGTON
CHURCH OF ENGLAND ACADEMY

Dartington C of E Academy and Nursery

Positive Behaviour Policy

Review Frequency	Annual
Reviewed	October 2020
Next Review Date	September 2021

This policy complies with and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2014
- SEND Code of Practice 0- 25 January 2015
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils in School with Medical Conditions April 2014
- The National Curriculum in England: Key stage 1 & 2 Framework (December 2014)
- Teaching Standards

CONTENTS

1. Introduction
2. Christian Values
3. Positive Reward System – *Family Forest Points*
4. Consequences System

1. Introduction

Together we grow, together we flourish

We believe that all children have the right to a calm and purposeful learning environment and recognise that low level behaviour can impact on the wellbeing and learning of students and staff. At Dartington Church of England Primary School we know that children perform best when they are encouraged and motivated to learn, which is the primary step towards positive behaviour.

This Behaviour Policy works conjointly with our vision, Christian school values, and high expectations of teaching and learning in classrooms. Even where all strategies are in place to support positive behaviour in the classroom, some children will sometimes make choices that can impact on their own learning and that of their peers. At Dartington we understand that ‘all behaviour is communication,’ and that it is our purpose to look beneath the behaviour and see what unmet need is causing it.

A series of strategies will be used to identify, assess and meet the needs of children, following a plan, do, review cycle.

Where there is a need due to social circumstances, such as family difficulties, bereavement, housing etc, we will be able to signpost to further help.

Where there is a need due to an unidentified learning difficulty, the teacher will follow the procedures of the graduated response as outlined in the Special Educational Needs Policy.

Where there is a need due to an emotional difficulty or trauma in a child’s life, the school may refer to additional intervention activities, appropriate outreach or groups focusing on social skills and emotional literacy.

The aim of these strategies is to encourage children to comply with the positive behaviour expectations of the school and engage with learning. In some circumstances, a school will need to act promptly to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the school, or its community. In extreme situations this may result in a fixed term of permanent exclusion and this decision will be taken at the discretion of the Headteacher and inline with the document: DfE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).

The Positive Behaviour Policy reflects the guidance and requirements from following DfE documents:

1. Exclusion from maintained schools, Academies and pupil referral units in England 2017;
2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
3. Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
4. DfE and ACPO Drug Advice for Schools;
5. Use of Reasonable Force;
6. Behaviour and Discipline in Schools;

7. Screening, Searching and Confiscation;
8. Ensuring Good Behaviour in Schools;
9. DfE Dealing with allegations of abuse against teachers and other staff.
10. DfE Keeping Children Safe in Education 2019

We ask the family to support by

- Promoting and supporting a positive attitude towards learning. This is the greatest gift that you can ever give to your child! Praise their efforts and encourage them to always try their best. Show your child how much you value their learning and they will exceed all expectations.
- Placing emphasis on the enjoyment of reading together every day throughout your child's time at primary school.
- Ensuring their child attends regularly, calling the school each morning they are unwell and provide a note of explanation or medical evidence when the child returns. Aiming to ensure that attendance always remains above 96%.
- Supporting the school's attendance policy by NOT booking holidays during term time.
- Making sure their child arrives at school on time and is collected promptly.
- Attending Parent Consultations to discuss child's progress each term.
- Sending their child to school wearing appropriate clothing and footwear, having specialist clothing for specific subjects e.g. wellies for forest school, games kit for P.E.
- Supporting the school's Positive Behaviour Policy including meetings with staff if deemed necessary and engaging with extended support and guidance to support their child's needs.
- Where possible, provide a suitable learning environment to support their child with home learning.
- Treating all staff courteously and with respect.
- Preparing your child adequately for school life to enable them to cope with everyday activities i.e. toileting, dressing, using cutlery.
- Informing the school of any change in personal circumstances that could impact upon child's performance or emotional well-being.
- Reading the newsletter and respond to any reply requests promptly.

All documents should be read in conjunction with this policy. The school reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

The School and Our Staff

Our attitude towards the children is key to promoting good behaviour. We should:

- Provide a challenging and stimulating programme of learning designed to enable all children to flourish and achieve
- Encourage children to reach the highest standards of personal achievement
- Recognise and be constantly aware of the needs of each individual child according to ability and aptitude
- Enable children to take increasing responsibility for their own learning and conduct
- Ensure that learning is progressive and continuous
- Be good role models by being punctual, well prepared and organised taking quick, firm action to prevent one child inhibiting another's progress
- Provide opportunities for children to discuss appropriate behaviour

- Work collaboratively with a shared philosophy and commonality of practice following school Guidelines
- Enjoy relating to children
- Accept them for who they are
- Appreciate them, tell them we appreciate them and why whenever we can
- Respect them and expect to receive respect
- Greet children and start a dialogue with them when we meet them around the school
- Listen to children
- Be friendly
- Use humour appropriately to build bridges and reduce tension
- Speak to them individually about their concerns – don't trivialise them or treat issues as being taboo, know them as individuals
- Set high standards
- Apply rules firmly but fairly
- Promote and support the school council
- Act and speak thoughtfully and appropriately in the playground, working together to ensure that no one is left out or bullied
- Be alert to any kind of bullying, objecting to it and reporting it
- Not tolerate any form of peer on peer abuse (KCSIE document)
- Maintain high standards of behaviour when using any off site facilities or representing the school as ambassadors or competitors

2. Christian values

At Dartington we have a distinctive Christian ethos where Christian values are promoted in all aspects of school life. We encourage all members of the school community to promote a Christian ethos where care and respect is shown to everybody. In our environment it is important that an attitude of compassion, love and forgiveness is evident throughout the school. As a Church school, learning about appropriate behaviour, including understanding right and wrong, is underpinned by Christian teaching. Children and staff speak of conflict and disagreement being dealt with fairly and compassionately based on Christian principles of forgiveness and a fresh start.

Our Behaviour Policy is centred on our 5 Christian Values, chosen by the children and their families, to promote a culture of mutual respect: these are revisited annually:

1. Compassion
2. Creation and Creativity
3. Peace
4. Trust
5. Wisdom

Love underpins all of the values.

At Dartington we believe children need a positive and supportive ethos to encourage them to thrive. Our policy is one of noticing and creating positive relationships between all stakeholders. The children and staff use a shared language focussing on the values. Staff model talking to the children in ways that help them to discuss the behaviours they notice and behaviours they wish to see. For example *“I love the way that you showed compassion, by”* or *“You have really shown your value of creativity by describing what you could see in such a deep way”* This language celebrates what the children do well and reinforces clear expectations.

We seek to recognise those children who consistently display our school values, and that in itself is a reward. As well as modelling good behaviour, teachers and all adults working within the school actively encourage and praise positive caring behaviour which, in turn, helps to promote a happy and secure school environment. Children are also, within class circle time or school council meetings, given opportunities to support each other in this process of personal growth and learning. Alongside the verbal praise given when good behaviour and thoughtfulness is observed or reported, teachers will celebrate such noteworthy behaviour across classes with significant adults in the child’s life. This can include the Headteacher, Senior Leadership Team and especially parents. The school also recognises good behaviour by celebrating individual successes in our Act of Worship session: Celebration Assembly.

3. Positive Reward System

There is a positive reward system employed in all classrooms throughout the school. These are called the Forest Family points and are linked to each child, but also totalled across family groups to help the children to feel like they belong and have a wider purpose across the school.

Forest Family points work in conjunction with the *consequences* system also used throughout the school, details of this are in the following sections.

Forest Family is a points given system where children collect points towards an end goal where they are individually recognised for their actions. There is no ceiling to this reward system, so no child feels they have reached the limit of positive behaviour. The Forest Family system is only effective when carried out with high quality feedback from the staff member on why they are being rewarded, for example *“Well done Bobby, you have shown perseverance and applied your writing target in this sentence, you can have a Forest Family point.”* It also works effectively as positive reinforcement to encourage a calm whole class working environment e.g. *“Everyone on this table may have a Forest Family point because you have shown your value of compassion by listening to each other’s views.”* This rewarding of positive behaviour will encourage other children to do the same, rather than drawing attention to and penalising individual negative behaviour.

Forest Family points should be awarded regularly and consistently by every member of staff when children are displaying the school values for example:

- Showing perseverance for themselves and others by showing focus and determination, not giving up, trying again, seeing getting something wrong as positive learning and not a failing, showing reflection upon previous actions.

- Showing compassion, helping others, being kind to other children such as helping a classmate who is stuck in class or hurt in the playground, being a ‘buddy’ to a new or more vulnerable/shy child.
- Showing wisdom by recognising when to do the right thing, even when difficult e.g. reporting an incident, taking their personal targets on board and achieving them, displaying their best efforts in lessons, completion of home learning and home reading.

Forest Family points are a reward for going that extra mile. They are not given for the actions that we are expected to do, but the actions that show them to be living life to its fullest.

This list is not exhaustive and there are many ways a child may receive Forest Family points. As they collect Forest Family points they work towards levels of achievement.

Achievement badges:

Bronze - 1000 Forest Family points

Silver - 2000 Forest Family points

Gold - 3000 Forest Family points

Green - 4000 Forest Family points

Orange - 5000 Forest Family points

Yellow - 6000 Forest Family points

Red - 7000 Forest Family points

Blue - 8000 Forest Family points

White Bling - 9000 Forest Family points

Black Bling - 10000 Forest Family points

Purple Bling- 11000 Forest Family points

Gold Bling- 12000 Forest Family points

Collective recognition

At the end of each week, the points for each family will be totalled and transferred to an overview sheet. The ongoing totals will be read out in a weekly assembly. At the end of each half term, the Forest Family with the most points will celebrate in their next family session. Celebrations might be a snack at the end of their time together or in agreement with their Forest Family leader.

All staff will award Family points, as well as descriptive praise.

Individual points will be collated by children on a trust basis as part of our rights, respect and responsibility expectations. Year Six children collect the Forest Family points at the end of each week on behalf of the whole school.

We know that all systems in schools work best when shared and supported by families and caregivers. Because of this, we will feedback on the achievement of children being awarded their Forest Family badges with an invite to our assembly that week. When families share in a child’s success in school, it encourages further positive behaviour.

4. Consequence System

Despite all of the measures taken to ensure positive behaviour, sometimes children make choices which are not within the expectations and staff will need to refer to the Consequence section of the Policy.

‘Consequences’ work in conjunction with our Christian values, the Forest Family system, behaviour guidelines and behaviour logs. The system links with the Local Authority ‘Behaviour Thresholds’ and this aligns to Devon Thresholds and Policies.

As part of community building within the classroom, all classes will have a ‘Full Value Contract’ (FVC). Children and staff agree on the expectations of their classrooms and consequences that might be used. The school also uses the shared language of Christian values to help children to unpick what exemplary behaviour is like in these situations. As part of class community building, every September and on every new child’s arrival, classes will revisit what these ‘values’ look like, sound like and require children to be like.

The shared language of Christian values throughout the school ensures that there is a high expectation of children’s behaviour and consistency of behaviour boundaries. Children know how they are expected to behave as citizens of their school as well as their classrooms.

In order for children to experience consistency in expectations and consequences the school has an agreed set of the Thresholds which outline which types of behaviours may be displayed and the appropriate level of consequence. These Thresholds are guidelines and when applying them staff should take account of children’s individual needs and age. This is not an exhaustive list and any staff members who are in doubt of the Threshold level should seek guidance from a member of the Senior Leadership Team.

	What Happens	Action	Example of behaviour (behaviour threshold)
	<p>First negative behaviour and a verbal reminder of our school values is used.</p>	<p>Verbal reminder of our school values or signal will be used, where a child has a socio-communicative difficulty, visual prompts may be beneficial. Any child with a related My Plan or EHCP may have a personalised approach as documented. However this may not always be the case.</p> <p>At this point there will be a discussion between the teacher and child about our school values to uncover any triggers underlying the behaviour choices.</p> <p>Whole class reminder of the learning behaviours expected in class or in the playground.</p> <p>Praise for those demonstrating desired behaviour.</p> <p>Staff member will explain clearly “Child, I am going to have to give you a warning because I expect....”</p> <p><i>Where a child has socio-communicative difficulties, additional input such as using photographs of desired behaviour, traffic light sound systems or noise level meters may be referenced to support. Children with SEN will have</i></p>	<p>Behaviour that is oppositional to those agreed on the FVC. This may include: calling out, talking at inappropriate times, not completing work set to the expected standard, regular incompleteness of learning, not adhering to school rules of safety when in the playground, sitting in lessons or walking through the school.</p>

		<i>additional resources that will be used at this time and throughout.</i>	
Stage 1	<p>Continued negative behaviour after the first warning.</p> <p>Child's name will be noted (not publicly) by the teacher as a Stage 1 and the child understands that it is a second warning.</p>	<p>Verbal reminder of our school values or signal will be issued, where a child has a socio-communicative difficulty, visual prompts may be used. Any child with a related My Plan or EHCP may have a personalised approach as documented. However this may not always be the case.</p> <p>At this point there will be another discussion between the teacher and child about our school values to uncover any triggers underlying the behaviour choices.</p> <p>Whole class reminder or praise of the learning behaviours expected in class or in the playground (as appropriate)</p> <p>Praise for those demonstrating desired behaviour, to act as model.</p> <p>Staff member will discuss the situation with the child to unpick any underlying causes and explain clearly what will happen at this stage and why. Depending on the individual child and where age appropriate, the staff member will clear explain that their behaviour has reached stage one. The staff member will help them identify what they can do so that it does not escalate to Stage 2.</p> <p><i>Where a child has socio-communicative difficulties, additional input such as using photographs of desired behaviour, traffic light sound systems or noise level meters may be referenced to support. Children with SEN will have additional resources that will be used at this time and throughout.</i></p>	<p>Behaviour that is oppositional to those agreed on the FVC. This may include: calling out, talking at inappropriate times, not completing work set to the expected standard, regular incompleting of learning, not adhering to school rules of safety when in the playground, sitting in lessons or walking through the school.</p>
Stage 2	<p>Third negative behaviour or continuation of Stage 1 behaviour.</p> <p>Child's name will be noted (not publicly) by the teacher as stage 2 and child understands that it is a third warning</p>	<p>Staff member will discuss the situation with the child to unpick any underlying causes/triggers and explain clearly what is happening and why (issuing a second warning). Depending on the individual child and where age appropriate, the staff member will clear explain that their behaviour has reached stage two, despite a first warning. The staff member will help them identify what they can do so that it does not escalate to Stage 3 and help them understand that it is a third warning.</p>	<p>Continuation of behaviour at Stage 1 or instantaneous for behaviour such as: Refusing adult direction.</p>

<p>Stage 3</p>	<p>Fourth negative behaviour or continuation of Stage 2 behaviour</p> <p>Child's name will be recorded (not publicly) by the teacher as Stage 3.</p>	<p>Staff Member will continue to explain clearly the reason for child gaining a stage, and at this point offer the child an opportunity to rectify actions by one of the following options:</p> <p>Moving seats – independent learning space as appropriate.</p> <p>Time out - time for child to think through choices and return to the task, using resources such as timers and behaviour guidelines (if appropriate)</p> <p>Time Scale – Setting a timer for expectation of child completing task in order for consequences to stop progressing. E.g. “You will have 10 minutes to complete up to question 5 or we may have to issue a Stage 4.”</p> <p>Adaptation of task – teacher will use their knowledge of the child, especially in the case of SEN to adapt a task if this is causing the contention e.g. due to a child's high levels of anxiety during a test or the level of challenge presented.</p>	<p>Continuation of behaviour at Stage 2 or instantaneous for examples of more significant behaviour such as:</p> <p>Refusal of staff instructions e.g. refusing to move seat, verbally refusing to complete a task, refusing to hand over an inappropriate toy/object or Incidents of negative behaviours towards other children.</p>
<p>Stage 4</p>	<p>Fifth negative behaviour or instant in circumstances of instant Stage 4 behaviours.</p>	<p>If Stage 3 behaviour continues a staff member will then issue a Stage 4. This will require a Behaviour Log to be opened (stored on CPOMS under the category of Stage 4 behaviour) and an alert to be sent to a member of the Senior Leadership Team.</p> <p>Where a child already has a behaviour log open, the new incident will need to be recorded and SLT informed.</p> <p>The child will then be required to leave the classroom and complete their work in a designated place, decided by and arranged by the class teacher and appropriate to the child's age and need (e.g. a quiet space, another classroom, with another member of staff). The length of time away from their base class will be decided by the class teacher and discussed with their key stage leader, as appropriate They may miss some playtime on that day (as deemed appropriate by the teacher).</p> <p>On their return to class, the desired behaviour will be discussed and a 'clean slate' approach will be used from that moment</p> <p>Parents will be informed at the end of the day. Where a behaviour log is already open, the meeting must be led by the teacher but involve a Key Stage Leader or SENDCO.</p>	<p>Stage 4 behaviour is inclusive of continued Stage 3 behaviour despite interventions and strategies being put in place.</p> <p>Instantaneous Stage 4 would be given for behaviour that causes concern for health and safety on the child, other pupils staff and school property, such as: Destruction of classroom equipment (defacing tables, snapping pencils etc) Swearing Bullying Refusal to complete a Stage 3 request disruption to the classroom or classroom environment where other children or staff are not at risk of harm e.g. throwing a book to the floor or ripping up own work.</p> <p>Inappropriate sexualised behaviour</p>

<p>Stage 5</p>	<p>Fifth Negative Behaviour Or Immediate due to Health and Safety Concerns which may result in a fixed term exclusion.</p>	<p>An immediate behaviour log will be opened or updated if already open.</p> <p>The teacher will involve an SLT member immediately and parents will be informed promptly, if not immediately.</p> <p>The SLT member will determine a space appropriate to the school and the age of the child where the child will work for the remainder of the session or day depending on age and individual needs. They will not be able to access lunchtime or playtime, whichever is first and the SLT member has the discretion to keep them off of the playground if this puts other children at risk.</p> <p>A meeting with parents will be held with class teacher and member of SLT. Longer term consequences may be agreed and the child will be monitored through a behaviour log. This will serve to identify triggers and seek a positive solution to further behaviours occurring.</p> <p>The headteacher has the discretion to apply a fixed-term exclusion at this stage if it is deemed that removal from the playground or classroom will not regulate the behaviour or that the risk to other children and staff cannot be managed. The decision to exclude lies with the Headteacher who discusses the matter with the Executive Headteacher and related staff and those involved. Fixed term and exclusions cannot take place without the agreement with the Executive Head and if it does not meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).</p>	<p>Continued behaviour, following receipt of a Stage 4 on the same day. OR Regular receipt of a Stage 4 (e.g. daily over the course of a week)</p> <p>Instantaneous where health or safety is of concern:</p> <p>Putting themselves at risk (e.g. climbing up on school equipment or property, refusing to hand over an inappropriate object that could be deemed dangerous, running away from a member of staff or adult when requested, leaving classroom without permission)</p> <p>Putting others at risk (e.g. throwing kicking classroom equipment, shouting and swearing in the classroom and distressing peers, extreme sexualised behaviours)</p> <p>Putting staff at risk (e.g. threats or actual of acts of violence)</p> <p>Threat or actual destruction of school property.</p>
<p>Stage 6</p>	<p>Referral or Exclusion due to escalation through the stages or instant in the circumstances of behaviour which are Stage 6 behaviours.</p>	<p>This can only be given when a child has worked their way through Consequences.</p> <p>If there is an immediate situation that warrants exclusion then a Fixed Term referral needs to be made by the class teacher to the headteacher.</p> <p>The decision to exclude lies with the Headteacher who discusses the matter with the Executive Headteacher and related staff and those involved. Fixed term and permanent exclusions cannot take place without the agreement with the Executive Head and if it does not meet the statutory guidance as set out in DFE Exclusions from Maintained Schools and Academies and Pupil Referral Units (2017).</p>	<p>Reasons for a Stage 6 and consideration for exclusion (fixed or permanent) can include (but not limited to):</p> <p>Persistent disruptive behaviour Physical assault against a pupil Other Verbal abuse/threatening behaviour against an adult Physical assault against an adult Drug and alcohol related</p> <p>Verbal abuse/threatening behaviour against a pupil Theft Sexual misconduct</p> <p>School Damage</p> <p>Bullying, including Cyber-Bullying</p> <p>Racist abuse</p>

Behaviour log example

These will be confidentially stored on CPOMS and only SLT will have access. The number of L4+ behaviours will be reported at each Governing Body Meeting. All fixed term and permanent exclusions will be reported to the Board of Governors each term.

Behaviour Log				
DATE	PERSON RECORDING INCIDENT	DETAILS OF INCIDENT (LEVEL AND KEY INFORMATION)	ACTIONS TAKEN	FOLLOW UP IMPACT (2 WEEKLY REVIEW)

Please use initials for recording names and identify if teacher, support staff or child. Please ensure children involved are recorded with their class.
Use the ABC Approach to recording an incident
A - Antecedent = what was the event or activity occurring immediately before the incident
B - Behaviour = what was the behaviour observed?
C - Consequence = what was the immediate consequence following the response

Exclusions

The school believe that:

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.'
(DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2017)

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules are serious and place other members of the school community at risk. The following are examples (although not exhaustive):

- Failure to comply with the behaviour guidelines for the school.
- Breaches of health and safety rules.
- Verbal or physical abuse of staff, other adults or children.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.

- Other serious breaches of school rules.

Exclusions follow a suggested set progression to enable systems and procedures to be put in place to support a child. However, the Headteacher and Executive Headteacher retain the right at any time to increase the number of days of fixed term exclusion or escalate straight to a permanent exclusion if there is a significant risk of harm or further harm to staff or children.

S6/Fixed Term Exclusion	Number of days exclusion
First	1
Second	1
Third	1
Fourth	2
Fifth	2
Sixth	2
Seventh	3
Eighth	3
Ninth	3
Tenth	4
Eleventh	4
Twelfth	4
Thirteenth	5
Fourteenth	5
Fifteenth	5
Total	45

After 45 days of exclusion it is likely that the school will have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these children. In addition, Dartington C of E Primary recognises that the individual concerned will have lost so many days of learning it would be unlikely that the school could offer any other reasonable support. All exclusions are reported to and monitored by the governing body.

The Headteacher and the Executive Headteacher retains the right, at any time, to permanently exclude those children who persistently cause disruption to the learning of others.

For further information, please see the following documentation:

- DFE - Exclusion from maintained schools, Academies and pupil referral units in England 2017;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Local Authority - guidance on the exclusion of pupils from school

Permanent Exclusion

‘A decision to exclude a pupil permanently should only be taken in response to serious or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’. (DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2017)

The Senior Leadership Team and Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

1. serious actual or threatened physical assault against another child or a member of staff;
2. sexual abuse or assault;
3. supplying an illegal drug;
4. possession of an illegal drug with intent to supply;
5. carrying an offensive weapon;
6. making a malicious serious false allegation against a member of staff;
7. potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Partial Timetable

As an alternative to exclusion the Senior Leadership Team may, in limited circumstances, make use of a partial timetable to support a child. This would be agreed in partnership with parents/carers, Local Authority and other agencies involved with the child and alternative provision will be set up for the child.

Screening, Searching and Confiscation

We follow the DfE guidance ‘Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies’.

1. School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
2. Staff should hand the confiscated item to the relevant member of the Senior Leadership Team as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the child and the member of staff’s name. Staff must not give the confiscated item to another child to hand in and must not leave the item in an unsecure area at any time.
3. Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
4. Items confiscated by the school can be collected by parent/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters

Use of Reasonable Force

Please refer to the DfE guidance ‘Use of reasonable force. Advice for headteachers, staff and governing bodies’.

All members of the school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the school Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on a school organised visit.

Discipline beyond the school gate

Parents are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child to the police as soon as possible.

If a member of the public, school staff, parent or child reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff the Governing body must be informed. In the vast majority of cases they will involve the School Liaison Officer/Community Support Officer and the Designated Safeguarding Lead if deemed necessary.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents that occur on the school site.

Where negative behaviour occurs when a child is travelling to and from the school, the school reserves the right to issue a consequence, fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.