

# BRANSTY PRIMARY SCHOOL



## WHOLE SCHOOL BEHAVIOUR POLICY

### 2019-2020

**Head teacher**

Mrs Joanne Fearon

Signed:

Date:

**Chair of Governors**

Mr Stephen Jackson

Signed:

Date:

This policy will be reviewed annually.

This policy will be next reviewed in **September 2020**

## CONTENTS:

1.	Introduction.....	1
2.	School Ethos and Values Policy Aims.....	1
3.	Policy Aims.....	1
4.	Responsibilities.....	2
4.1	What Pupils Can Expect from Staff.....	2
4.2	What Parents Can Expect From staff and other adults in School .....	2
4.3	What Staff Can Expect from Pupils .....	3
4.4	What Staff Can Expect from Parents.....	3
5	Celebrating Success .....	4
5.1	Rewards .....	4
6.	Consequences.....	4
6.1	Behaviour step by step .....	5
6.2	Step by step reflection guide.....	6
6.3	Reflection time .....	7
7.	Disciplinary Actions .....	7
7.1	Screening, searching and confiscation .....	7
7.2	Removal from Class .....	8
7.3	Fixed Term Exclusion .....	8
7.4	Permanent Exclusions.....	8
7.5	Exclusions .....	9
7.6	Home School Agreements .....	9
8.	Attendance and Punctuality .....	9
9.	Pupil Conduct and Misbehaviour Outside the School Premises .....	10
9.1	What the Law Allows .....	10
9.2	Out of School Behaviour.....	10
9.3	Sanctions and – Off-site Behaviour .....	10
9.4	Pupil Support .....	11
10.	The Use of Reasonable Force .....	11
10.1	Action as a result of Self-defence or in an Emergency.....	12
10.2	Circumstances in which reasonable force might be used .....	12
10.3	Unreasonable force .....	13
10.4	Staff training .....	13
10.5	Behaviour Management Plans .....	13
10.6	Informing Parents when Reasonable Force has been Used .....	13
10.7	Post Incident Support.....	14
10.8	Other physical contact with pupils.....	14
11.	Allegations of Abuse Against Staff and Other Adults Working in the School.....	15

11.1	General .....	15
11.2	Action in the Event of a Malicious Allegation.....	15
12.	Bullying .....	16
12.1	What is Bullying? .....	16
12.2	The Law.....	17
12.3	Reporting and Recording Incidents of Bullying .....	17
12.4	Tackling Bullying .....	17
12.5	Strategies for Dealing with Bullying .....	17
12.6	Strategies for Dealing with the Bully.....	18
12.7	Strategies to Support a Victim.....	18
13.	Drugs and Drug-Related Incidents.....	18
13.1	General .....	18
13.2	Responsibilities.....	19
13.3	Dealing with Drug-Related Incidents.....	19
	Medicines .....	19
	Tobacco.....	19
	Alcohol.....	19
	Solvents .....	20
	Illegal substances.....	20
14.	Behaviour of Parents/Carers and Other Visitors to the School.....	22
14.1	Types of behaviour that are considered serious and unacceptable .....	22
14.2	Procedures for Dealing with Unacceptable Behaviour .....	23
14.3	Unacceptable Use of Technology .....	23

Appendix A – Behaviour step by step flow chart

224

Appendix B– Reflection sheet

226

## 1. Introduction

In their document 'Ensuring Good Behaviour in Schools', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents. This document is used to create our schools' behaviour policy.

The Governing Board is responsible for setting general principles that inform the behaviour policy. Head teachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules. The behaviour policy must include measures to prevent all forms of bullying among pupils.

## 2. Ethos and values

Bransty School is fully committed to every child receiving the very best education and to ensuring that all pupils reach their full potential. In order to achieve this, teachers aim to deliver outstanding lessons and the school rightly has high expectations of its pupils. We expect all members of the school community to behave well, work hard, achieve high standards appropriate to their learning abilities, show respect for one another and to ensure that Bransty School is a positive and safe place to be.

For the school to achieve a positive ethos it is essential that all members of the school community work well alongside each other and develop positive working relationships (this includes all staff and other adults working in the school, pupils and parents/carers). Having a positive ethos helps to ensure good behaviour from pupils in school. Young people learn by example and as such, having high standards of behaviour expectations from all parties involved in their education will create adults with similarly high behaviour standards.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, Bransty School is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

*Bransty School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.*

## 3. Policy Aims

Our school and staff aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's Whole School Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote the overall well-being of pupils and staff and an environment in which everyone feels happy, safe and secure.

***The Whole School Behaviour Policy confirms the school commitment to:***

- *promote a culture of praise and encouragement in which all pupils can achieve, learn effectively and develop self-esteem and confidence;*

- *teach children to respect themselves and others and to take responsibility for their own actions and behaviour, helping them to understand how behaviour affects others and the world around them;*
- *create a partnership of support and effective communication between home, school and the wider community, providing young people with an informed view of life and develop a strong sense of right and wrong enabling them to become thoughtful, caring members of society;*
- *develop and consistently apply high standards within the school and enable teachers to develop and use their own professional expertise.*

*The aim of this Policy is to determine the boundaries of acceptable and unacceptable behaviour, and introduce rewards and reflections determining how they will be fairly and consistently applied.*

***In order to achieve this, the school will:***

- *make clear and consistently follow high expectations of behaviour, through modelling the expected behaviour and displaying non-negotiable positive behaviour throughout our school;*
- *reward achievements, awarding green bubbles leading to certificates, busy bee time and class rewards etc;*
- *promote good relationships and a sense of belonging to the community, treating every member as individuals and respecting their rights, values and beliefs;*
- *create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences and intervene early to challenge undesirable behaviour.*

## **Procedures**

### **4. Responsibilities**

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

#### **4.1 What Pupils Can Expect from Staff**

**You may expect staff and other adults in the school to:**

- *develop effective relationships with parents to communicate both successes and concerns with parents;*
- *use a range of non-verbal and verbal cues to model positive behaviour and use rewards and, where necessary, reflections consistently*
- *always take seriously any complaints of bullying or inappropriate behaviour reported to them;*
- *set high expectations, clear boundaries and regularly agree on non-negotiable classroom and school behaviour expectations.*

#### **4.2 What Parents Can Expect from Staff and other adults in the School**

**You may expect staff and other adults working in the school to:**

- *deal promptly with any incidents of bullying regardless of whether your child is seen as either the bully or the victim;*

- *promote positive behaviour and reward such behaviour in accordance with this policy and the school system;*
- *discuss your child's actions with them, give a warning and ensure that your child knows what the reflection will be should they continue to misbehave. All sanctions will be carried out according to the behaviour step by step flow chart (see Appendix A);*

### 4.3 What Staff Can Expect from Pupils

**Staff expect pupils to follow our school non-negotiable rules at all times**

**R**espect everyone

**E**ncourage each other

**S**peak truthfully

**P**ractise, persevere and make progress

**E**mbrace mistakes

**C**onsider our choices

**T**eamwork

### 4.4 What Staff Can Expect from Parents

**Staff and other adults in the school expect parents to:**

- *treat staff, colleagues, other parents, pupils and visitors to the school with respect;*
- *behave responsibly whilst on school premises;*
- *report any incidents of bullying including cyber bullying as soon as they are discovered so that the issue can be dealt with promptly by school staff;*
- *encourage their child to achieve their very best in school and have high standards of behaviour in and out of school;*
- *support the school's policies, strategies and guidelines for behaviour;*
- *work with school staff to help their child accept responsibility for their actions and support the school in its use of rewards and reflections;*
- *Not post inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the school as a whole;*
- *support the school's approach to E-Safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;*
- *recognise the need for security and not create online media "on behalf" of the school without the Head Teacher's express permission.*

## **5 Celebrating Success**

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and will be reviewed by pupils, parents and staff during the academic year.

**Green bubble awards linked to learning behaviour**

**Star Hoody nominations (Hoody and Postcard)**

**Busy bee time**

**Queen bee lunch**

**Star of the day EYs and KS1/ Star of the week KS2**

**Whole class busy bee award linked to green bubbles - termly**

**Whole School Celebrating Learning assemblies (Certificates)**

**100% green bubble certificate**

**End of year assemblies**

**Head Teacher celebratory letters sent home monthly (2 children)**

### **5.1 Rewards**

Children who are learning and meeting the teacher's expectations or showing exemplary 'over and above' behaviour and attitude will be awarded green bubbles via Class Dojo. Children who have received green bubbles throughout the week are allowed to enjoy busy bee time on a Friday afternoon at 2:45pm, where they have the choice of outdoor activities, colouring, film time or iPads. The children build up these bubbles, generating a whole class total of green or red bubbles. At the end of each term, children will receive a certificate if they have received 100% green bubbles. The class with the most green bubbles will also celebrate with a special busy bee award where the children get to choose their class activity. If children have had reflection times during this period, it will be at the teacher's discretion whether those children will take part in the whole class reward.

## **6. Consequences**

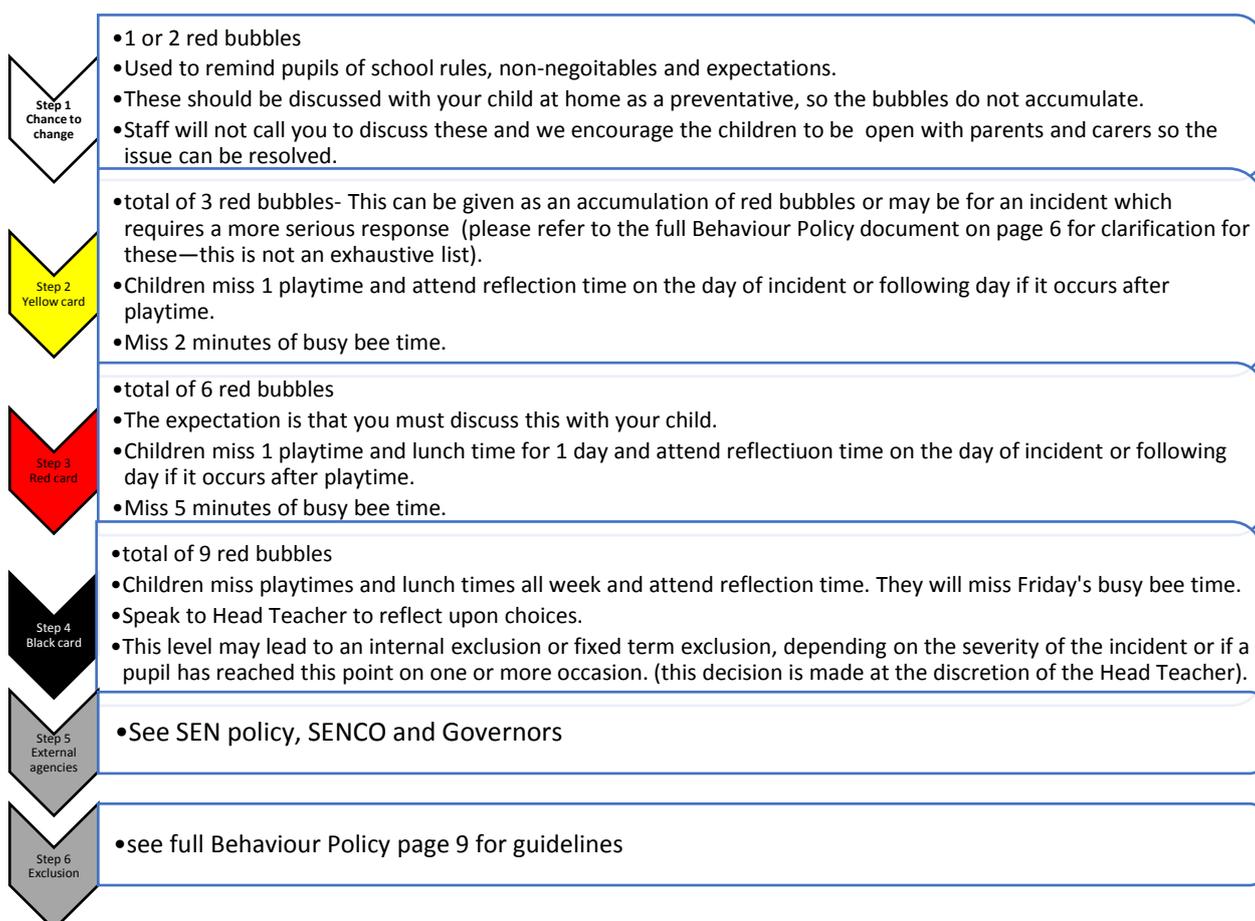
Although our school aims to focus on positives at all times, there are unfortunately occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect on their behaviour and to make amends. This process does not, however, replace reflections. At our school, we know that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Children who do not comply with the code of conduct and are given red bubbles or yellow/red/black cards are recorded, monitored and analysed by our Access and Inclusion Manager. Teachers do display the red and green bubbles on Class Dojo, so children are aware of their choices. Parents can also see the green and red bubbles received at home.

## 6.1 Behaviour step by step

Children who do not comply with the code of conduct will receive red bubbles and will be placed on the sanction sheet in their class. The class Dojo system is reset every day to allow children a fresh start.



*During reflection time, all children are required to fill in a reflection sheet to allow them to recognise and reflect on their behaviour and actions. These will be photographed and sent home on Class Dojo. It is down to our Access and Inclusion Manager's discretion as to whether they will contact you depending on the reflection received.*

*Some children do have their own SEN support behaviour plans with specific rewards and reflections. All decisions are made discretion of the Head Teacher. We ask that you support and reflect our behaviour policy at home.*

## 6.2 Step by Step reflection guide

**Our step by step approach to encouraging children to make the right choices** (please note this is NOT an exhaustive list)

**Step one- Chance to change** (1 or 2 red bubbles) is used to remind the pupils of school rules and non-negotiables, this is recorded using red bubbles on the Class Dojo system. These should be discussed with your child as a preventative so the bubbles do not accumulate. Red bubbles are given for low level disruption incidences which we would hope reminds our children of our school expectations and so their behavior can be shaped to then lead to a positive choice. These are particularly highlighted if other children's learning is affected

- Being disrespectful
- Negative attitude
- Lack of empathy
- Causing distractions

**Step Two – Yellow card** (3 red bubbles) this can be given as an accumulation of red bubbles or for an incident which requires a more serious response. Children who receive this card will miss 1 playtime. Plus 2 minutes of busy bee time. Our Access and Inclusion Manager will contact you if your child has reached this step

- *Repeated refusal to follow instructions*
- *Repeated disruption to learning*
- *Use of inappropriate language*
- *Walking out of lesson without permission*
- *Failing to attend a break or lunchtime sanction*
- *Undermining/personal/discriminatory comments directed at staff*
- *Repeated personal or discriminatory comments directed at other students/pupils*
- *Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values*

**Step Three- Red card** (total of 6 red bubbles) Children will miss 1 playtime and 1 dinnertime. Plus 5 minutes of busy bee time. The expectation is that you must discuss this with your child. Our Access and Inclusion Manager or Deputy Head will contact you if your child has reached this step

- *Yellow card behaviours repeated*
- *Hurting other children in school*
- *Fighting or inappropriate behaviour*
- *Failure to attend reflections repeatedly*

**Step Four –Black card** This can lead to an internal exclusion or fixed term exclusion depending on the severity of the incident or if a pupil has reached this point on one or more occasion. (this decision is made at the discretion of the Head Teacher). Children miss playtimes and lunch times all week, plus their busy bee time.

- *Repeated Yellow and Red card behaviours*
- *Direct swearing at a member of staff*
- *Violence or intimidation directed at any member of the school community or the wider community*
- *Out of control behaviour*
- *Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours, including social media*
- *Biting / abuse directed at children and staff*
- *Damaging school property or the property of others*
- *Inappropriate behaviour outside of school which brings the school into dispute or reflects badly on the school image and values*

## 6.3 Reflection time

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with our Access and Inclusion manager, Miss Shaw, who will ask them three main questions:

- *What happened?*
- *Who else has been affected by this?*
- *What can be done to prevent this happening again?*

The questions have been designed so that everyone has an opportunity to hear the situation from each other's point of view. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages everyone to take responsibility for their actions and make them aware of the impact they are having on others. It allows children to appreciate why others may be upset and prevent the same situation arising again.

Reflection time is used during a playtime or dinner time to allow the individual to reflect on their behaviour and to allow the pupil to decide for themselves why their behaviour was inappropriate and how it might have affected others in the school. Pupils are generally asked to fill in the reflection sheet (see Appendix C) and write down their reasons for the behaviour, how that behaviour could be improved or what alternatives to the inappropriate behaviour might have been possible if the same circumstance arises again. This is recorded by the pupil themselves on the reflection sheet.

## 7. Disciplinary Actions

### 7.1 Screening, Searching and Confiscation

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

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

- *Knives*
- *Lighters/ vapes*
- *Firearms/weapons*
- *Illegal drugs*
- *Alcohol*
- *Fireworks*
- *Tobacco and cigarette papers*
- *Pornographic images*
- *Stolen items*
- *Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:*
  - i) to commit an offence,*

*ii) to cause personal injury to, or damage to the property of, any person (including the pupil)*

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

The following are items which are banned by the school under the school rules:

- *Mobile phones used in class*
- *Any electronic devices or similar used in class (except laptops or learning aids that have been agreed by senior staff)*
- *Jewellery not in accordance with the school uniform policy*
- *Lighters or matches*

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, electronic devices etc. Pupils are allowed to bring these to school on the understanding that they remain switched off and given to a member of staff to be kept safely. This is only permitted after a discussion with a parent/carer and will be under exceptional circumstances

## 7.2 Removal from Class

Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class and sent to Head Teacher/Deputy Head or the Access and Inclusion Manager. In such circumstances, the pupil will automatically receive an appropriate sanction. Pupils may also be removed from class for more serious misconduct without the use of warnings.

## 7.3 Fixed Term Exclusion

We will endeavour to avoid exclusion from school at all costs. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's Whole School Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. After 6 days of fixed term exclusion a named school will be offered as an alternate educational establishment

## 7.4 Permanent Exclusion

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

- In response to serious breaches of the school's Whole School Behaviour Policy; and*
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school*

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head Teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

**All decisions are made at the discretion of the Head Teacher.**

## 7.5 Exclusions - The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing board. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Therefore an alternate school place will be offered. This will be in consultation with the Local Authority.

## 7.6 Home School Agreements

We are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. This document is sent out to all new parents. A consent sheet is then signed and kept on the children's personal file.

## 8. Attendance and Punctuality

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Pupils who are late are recorded as late on a regular basis are monitored and parents will be asked to come into school to speak to a member of SLT.

If pupils are late or do not attend:

- *parent/carer/guardian should telephone the school in the morning on the first day of their child's absence*
- *any absence needs to be explained, on return to school, with a conversation from parent/carer*
- *parent/carer should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances this may also involve a home visit*

Leave of absence during term time will only be granted under **exceptional circumstances**. The law does not grant parents an automatic right to take their child out of school during term time. The Department for Education allows a Head Teacher the discretion to consider authorising a leave of absence in term time only in "exceptional circumstances".

**No Holidays taken during term time will be authorised.**

**The law states that the provision for Head Teachers to authorise absence purely for the purpose of a family holiday is not an exceptional circumstance.**

**We define 'exceptional circumstances' as an event or problem which you did not expect.**

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the Head Teacher's and Governor's discretion.

**Any absence within the first two weeks of the autumn term or within weeks where tests/examinations are programmed will not be authorised by the school.** If you believe that your circumstances are exceptional, you can make a request (in writing) to the school. In considering a request, the school will take into account the child's age, the time of year of the absence, and the nature of the visit. The Head Teacher and Governors will also take into consideration your child's stage of education and the progress and the child's overall attendance

record. Parents who take their children on an unauthorised holiday in term time could be issued with a Fixed Penalty Notice and will be asked to pay a fee. School trusts that families will support their child in this matter as we are all working hard to help our pupils succeed.

## **9. Pupil Conduct and Misbehaviour outside the School Premises**

### **9.1 What the Law Allows**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity; or
  - travelling to or from school; or
  - wearing the 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.

### **9.2 Out of School Behaviour**

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including public transport and taxis provided for pupils) to and from school, educational visits or other placements such as work experience or college courses.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **9.3 Sanctions and Disciplinary Action – Off-site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in a visit as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

## 9.4 Pupil Support

We aim to support all our pupils to ensure that every child succeeds during their time at Bransty School. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils.

- *Increased communication between home and school*
- *Individual support plans- SEND inclusion plans*
- *Support from the Inclusion Support Team including Ellie Shaw (Access and Inclusion Manager) and Laura Bell our SENDCo (Special Educational Needs Co-ordinator).*
- *Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.*
- *Time in the learning zone with Access and Inclusion Manager (see below 9.5 section for more information)*
- *Additional support where this is identified as a barrier to learning and impacts on the child's behaviour*
- *Alternative curriculum provision*
- *Reduced timetable*
- *Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.*

## 9.5 Learning Zone

The Learning Zone is a specific facility within Bransty School that provides a bespoke, tailored provision for children who may need extra support to be able to access learning successfully and to their full potential. Children with SEND or SEMH are examples of children who may access the Learning Zone. Every afternoon we have The Buzz Club which involves children with various SEND needs working together on a specific academically appropriate curriculum and a specific focus on life skills. In the morning the Learning Zone provides a quiet, calming environment for children who may have difficulties during a whole class session; and would benefit from some time to be able to work on their academic tasks but also their learning behaviours and barriers to learning. We provide interventions that aim to develop and enhance various SEMH needs including self esteem, anger, social skills, bereavement, resilience and many other aspects of social emotional needs.

Unfortunately on rare occasions, if needed, children may be sent to the Learning Zone to work in isolation from their peers due to their behaviour becoming unacceptable of the classroom rules and behaviour that hinder others learning.

## 10. The Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Board have taken account of advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- *committing a criminal offence*
- *injuring themselves or others*
- *causing damage to property, including their own*
- *engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.*

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

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

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

## 10.2 Circumstances in which reasonable force might be used

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

- *Pupils found fighting will be physically separated.*
- *Pupils who refuse to leave a room when instructed to do so may be physically removed.*
- *Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.*
- *Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.*

- *Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.*
- *In order to prevent a pupil from attacking a member of staff or another pupil*
- *To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object*

### 10.3 Unreasonable Force

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

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

### 10.4 Staff training

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

### 10.5 Behaviour Management Plans

A pupil with a known challenging behaviour, a medical condition which affects behaviour patterns or who has special educational needs may be the subject of a SEN support behaviour plan. This plan sets out specific ways in which the behaviour is controlled whilst on school premises and during any off-site visit. It may also include details on managing the pupil's behaviour whilst travelling to school on organised home-school transport.

In such circumstances, parents will always be made aware of their child's Behaviour Management Plan and will be asked to contribute to the content and control measures implemented in an attempt to apply consistency of reflections and rewards both in school and at home. Wherever possible and appropriate, the child concerned will also be involved in creating the Behaviour Management Plan.

### 10.6 Informing Parents when Reasonable Force has been used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- *The pupil's behaviour and level of risk presented at the time of the incident.*
- *The degree of force used.*
- *The effect on the pupil or member of staff concerned; and*
- *The child's age.*

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head Teacher (or Deputy in the absence of the Head Teacher) who will follow up the incident where necessary. The following must be recorded:

- *all incidents where unreasonable use of force is used;*
- *any incident where substantial force has been used e.g. physically pushing a pupil out of a room;*
- *use of restraint;*
- *an incident where a pupil is clearly distressed though clearly not overreacting.*

The following criteria will be used when considering the need for recording:

- Did the incident cause injury or distress to a member of staff or pupil?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made using the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept. This is located in the main office.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the social care at the Local Authority.

All injuries will be reported and recorded in accordance with school procedures.

## 10.7 Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure all staff and pupils are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident the Head Teacher and/or other staff will:

- ensure the incident has been recorded;
- decide whether multi-agency partners need to be engaged and, if so, which partners;
- hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded. See Section 7.5 above.
- help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:
  - physical consequences
  - emotional stress or loss of confidence
  - analysis and reflection of the incident

## **10.8 Other Physical Contact with Pupils**

This school does not operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To administer first aid;
- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves

## **11. Allegations of Abuse Against Staff and Other Adults Working in the School**

### **11.1 General**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors of Bransty School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the School, reference can also be made to the school's Whistleblowing policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DfE statutory guidance and the Cumbria LSCB procedures.

### **11.2 Action in the Event of a Malicious Allegation**

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed and will refer the matter to local authority children's social care

services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head Teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/carer of the pupil concerned at an early stage.

## 12. Bullying

### 12.1 What is Bullying?

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

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

Specific types of bullying include those relating to:

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

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

Acts of bullying can include:

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

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

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

## 12.2 The Law

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

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

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

## 12.3 Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are in the first instance referred to the pupil’s Class teacher to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. All instances will be recorded on CPOMS (Child Protection Online Management System). Pupil voice is important at our school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. The Whole School Behaviour Policy also reinforces the school’s expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying.

## 12.4 Tackling Bullying

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

## 12.5 Strategies for Dealing with Bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programme that discusses issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils from the School Communication Team
- Assemblies both whole school and class/form that promote a sense of community

- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages (Play in a Day etc)
- Circle time
- Acceptable Internet Use policy is signed by all and E-Safety is discussed in ICT lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform
- Home school agreement signed by all pupils and parents

## 12.6 Strategies for Dealing with the Bully

- Disciplinary sanction imposed either exclusion or period of time in the Learning Zone
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one interviews with staff
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

## 12.7 Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully
- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed
- ELSA (Emotional Literacy Support Assistant) work

## 13. Drugs and Drug-Related Incidents

### 13.1 General

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'legal highs'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Section 6.2 refers.

Drugs Education forms part of the PSHE programme delivered in discrete sessions for all pupils.

- *Current research indicates that drug use, both legal and illegal, is rising amongst young people.*
- *We do not support the misuse of tobacco, alcohol, solvents, illegal drugs and medicines by members of the school.*
- *Under no circumstances will the supply or sale of illegal drugs on the school site will be tolerated.*

- *The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.*
- *Fundamental to our school's values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.*
- *Whilst we acknowledge that some young people will use and misuse substances, it is seen as important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.*

## 13.2 Responsibilities

The Head Teacher has responsibility for supporting other members of staff in the implementation of these procedures. The Deputy Head and the Access Inclusion Manager are the designated senior member of staff with responsibility for the drug related procedures in this school and for disseminating any information on drug-related education.

Drug prevention is a whole school issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

The site-manager regularly checks the school premises – any substances or drug paraphernalia found will be reported to the Head Teacher and Senior Leadership Team and dealt with in accordance with these procedures.

## 13.3 Dealing with Drug-Related Incidents

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

## 13.4 Medicines

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

## 13.5 Tobacco

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

## 13.6 Alcohol

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

## 13.7 Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

## 13.8 Illegal substances

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

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

- (1) Take possession of the drug/substance and inform the Head Teacher/Senior Leadership Team member who will inform the Head Teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Head Teacher will always involve the school's link community liaison police officer in the case of suspected drugs or illegal substances in school
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order to protect all persons:
  - Do **NOT** attempt to pick up the needle.
  - If possible, cordon off the area to make it safe.
  - Inform the Head Teacher/Senior Leadership Team member.
  - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery

### What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia

- (1) Request that the pupil hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) **EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.**

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

- The Head Teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
- Teachers can search a pupil's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used in order to complete the search.
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

## Procedures for dealing with a pupil suspected to be under the influence of a drug or substance

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from the school's first aider who will assess the situation and act appropriately, the Head Teacher/Senior Leadership Team member must also be informed.

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

All drug related incidents will be recorded.

## When to contact the police/disciplinary action

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

- *Where controlled drugs are found, these will be delivered to the police as soon as possible.*
- *Alcohol will be disposed of. Under no circumstances will be returned to the pupil.*
- *Tobacco or cigarette papers will also be disposed of in the same way as alcohol.*
- *If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'legal highs'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.*

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

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

## Procedures for dealing with drug-related incidents involving adults

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

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving pupils in drug misuse or the supply of drugs to pupils.

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

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will

first attempt the contact an alternative adult carer for the child before contacting the LA Social Care Services and, if necessary, the police.

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

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

## **14. Behaviour of Parents/Carers and Other Visitors to the School**

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

Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfES document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'. A poster indicating that such negative behaviour is not acceptable is displayed in the school reception area, school classrooms and community areas. This can be face to face or via the telephone.

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

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

### **14.1 Types of behaviour that are considered serious and unacceptable**

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

- *Shouting, either in person or over the telephone.*
- *Speaking in an aggressive/threatening tone.*
- *Physical intimidation e.g. standing very close to her/him.*
- *The use of aggressive hand gestures/exaggerated movements.*
- *Physical threats.*
- *Shaking or holding a fist towards another person.*
- *Swearing.*
- *Pushing.*
- *Hitting, e.g. slapping, punching or kicking.*
- *Spitting.*

- *Racist or sexist comments.*
- *Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address*
- *Publishing or posting derogatory or inappropriate comments which relate to the school, its pupils or staff/volunteers on a social networking site*
- *Breaking the school's security procedures*

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

## 14.2 Procedures for Dealing with Unacceptable Behaviour

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

When any parent/carer or visitor behaves in an unacceptable way in person towards a member of the school staff a member of the Senior Management Team will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an extreme act of violence, the discussion will be terminated and the visitor will be asked to leave the school immediately. It is also an offence under section 547 of the *Education Act 1997* for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The perpetrator may also be banned from the school premises for a period of time, which will be determined by the school.

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

- *Depending on the severity of the incident, the parent/carer/visitor may first be issued with a written warning stating that if a similar incident occurs, the individual concerned will be banned from the school premises.*
- *In more serious cases, the parent/carer/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.*
- *Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban but will be given the right to appeal in writing against the decision.*
- *In all cases, parents/carers will still have the opportunity to discuss any issues relating to their child with school staff.*
- *Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.*

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

Bransty School will take action where behaviour is unacceptable or serious and breaches this Whole School Behaviour Policy.

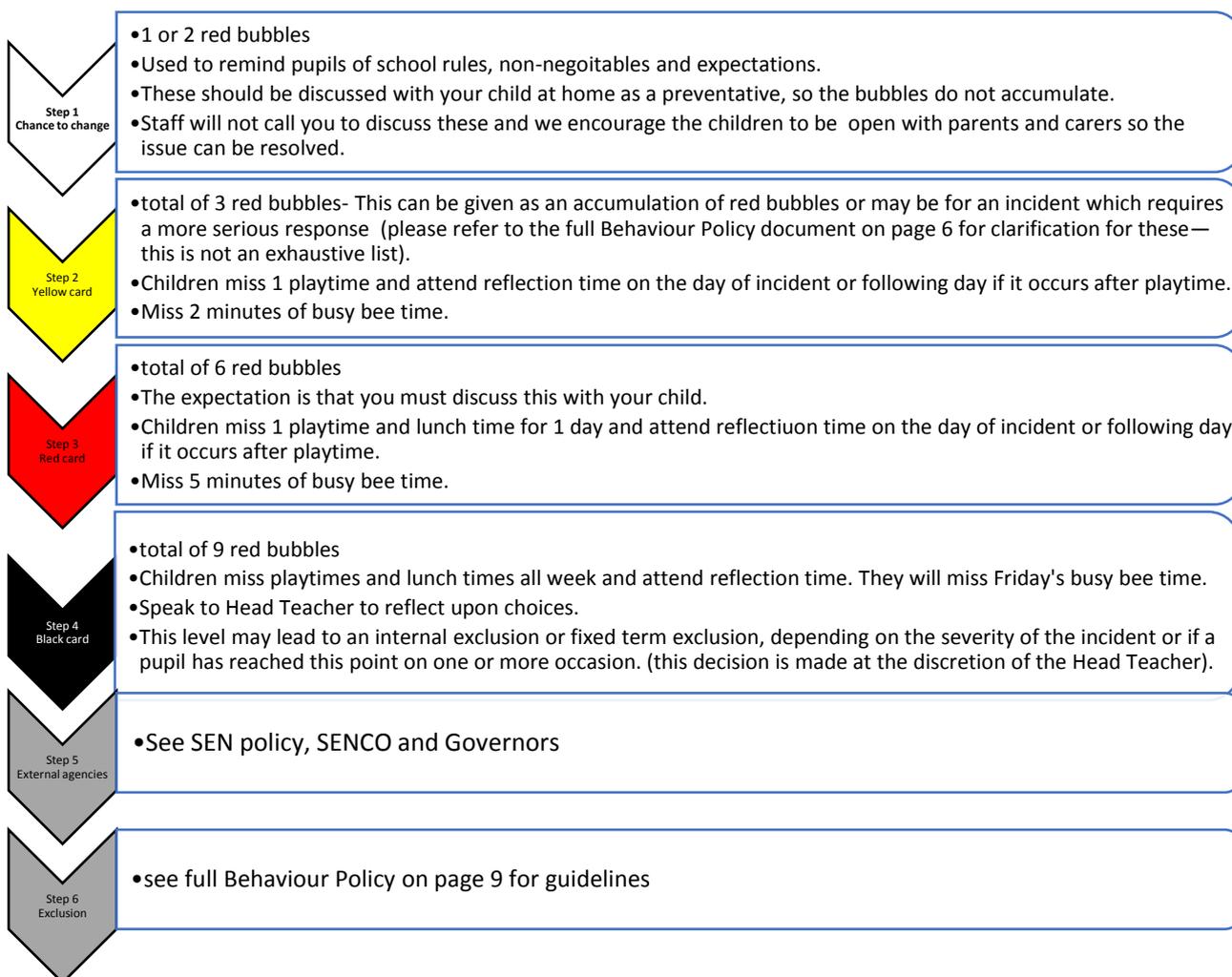
## 14.3 Unacceptable Use of Technology

Bransty School takes the issue of unacceptable use of technology by any member of the school community very seriously. We expect parents and other adults within the school community to act

responsibly when using on-line technologies. The expectation of parents is set out on page 3. Failure to comply with these expectations could similarly result in parents and/or other adults being banned from the school site, and the incident may be reported to the police.

## Bransty Primary School Behaviour Policy Behaviour Step by Step Flow Chart

*Children who do not comply with the code of conduct will receive red bubbles and will be placed on the sanction sheet in their class. The class dojo system is reset every day to allow children a fresh start.*



*During reflection time, all children are required to fill in a reflection sheet to allow them to recognise and reflect on their behaviour and actions. These will be photographed and sent home on Class Dojo. It is down to our Access and Inclusion Manager's discretion as to whether she will contact you depending on the reflection received. Children will also attend Reflection Friday for a period of time during Busy Bee Time to conclude the week and to look forward to a positive start the following week.*

*Some children do have their own SEND support behaviour plans with specific rewards and reflections. All decisions are made discretion of the head teacher. We ask that you support and reflect our behaviour policy at home.*

Our step by step approach to encouraging children to make the right choices.

Step one- Chance to change (1 or 2 red bubbles) is used to remind the pupils of school rules and non-negotiables, this is recorded using red bubbles on the Class DoJo system. These should be discussed with your child as a preventative so the bubbles do not accumulate. Red bubbles are given for low level disruption incidences which we would hope reminds our children of our school expectations and so their behavior can be shaped to then lead to a positive choice. These are particularly highlighted if other children's learning is affected

- Being disrespectful
- Negative attitude
- Lack of empathy
- Causing distractions

Step Two – Yellow card (3 red bubbles) This can be given as an accumulation of red bubbles or for an incident which requires a more serious response. Children who receive this card will miss 1 playtime. Plus 2 minutes of busy bee time. Our Access and Inclusion Manager will contact you if your child has reached this step

- Repeated refusal to follow instructions
- Repeated disruption to learning
- Use of inappropriate language
- Walking out of lesson without permission
- Failing to attend a break or lunchtime sanction
- Undermining/personal/discriminatory comments directed at staff
- Repeated personal or discriminatory comments directed at other students/pupils
- Inappropriate behaviour outside of school which brings the school into disrepute or reflects badly on the school image and values

Step Three- Red card (total of 6 red bubbles). Children will miss 1 playtime and 1 dinnertime. Plus 5 minutes of busy bee time. The expectation is that you must discuss this with your child. Our Access and Inclusion Manager or Deputy Head will contact you if your child has reached this step

- Yellow card behaviours repeated
- Hurting other children in school
- Fighting or inappropriate behaviour
- Failure to attend reflection time sessions repeatedly

Step Four –Black card This can lead to an internal exclusion or fixed term exclusion depending on the severity of the incident or if a pupil has reached this point on one or more occasions. (this decision is made at the discretion of the Head Teacher). Children miss playtimes and lunch times all week, plus busy bee time.

- Repeated Yellow and Red card behaviours
- Direct swearing at a member of staff
- Violence or intimidation directed at any member of the school community or the wider community
- Out of control behaviour
- Bullying or intimidation directed at any member of the school community regardless of whether this takes place during or out of school hours, including social media
- Biting / abuse directed at children and staff
- Damaging school property or the property of others
- Inappropriate behaviour outside of school which brings the school into dispute or reflects badly on the school image and values

# Reflection Sheet

My name is \_\_\_\_\_ Date \_\_\_\_\_

My teacher is \_\_\_\_\_

The red bubbles I have been given are (circle which ones)



I have \_\_\_\_\_ red bubbles.

Which has resulted in a card (circle which card)



This means I miss \_\_\_ playtime and \_\_\_ dinnertime(S). I also need to attend reflection Friday during some of busy bee time.

I received this card because (explain why you got this card)

---

---

---

---

## **Reflection time**

How did receiving this card make you feel and why?

---

---

---

Did my actions affect others?

---

What choices do you think you should make next time?

---

---

---

Childs name \_\_\_\_\_ Access and Inclusion Manager \_\_\_\_\_